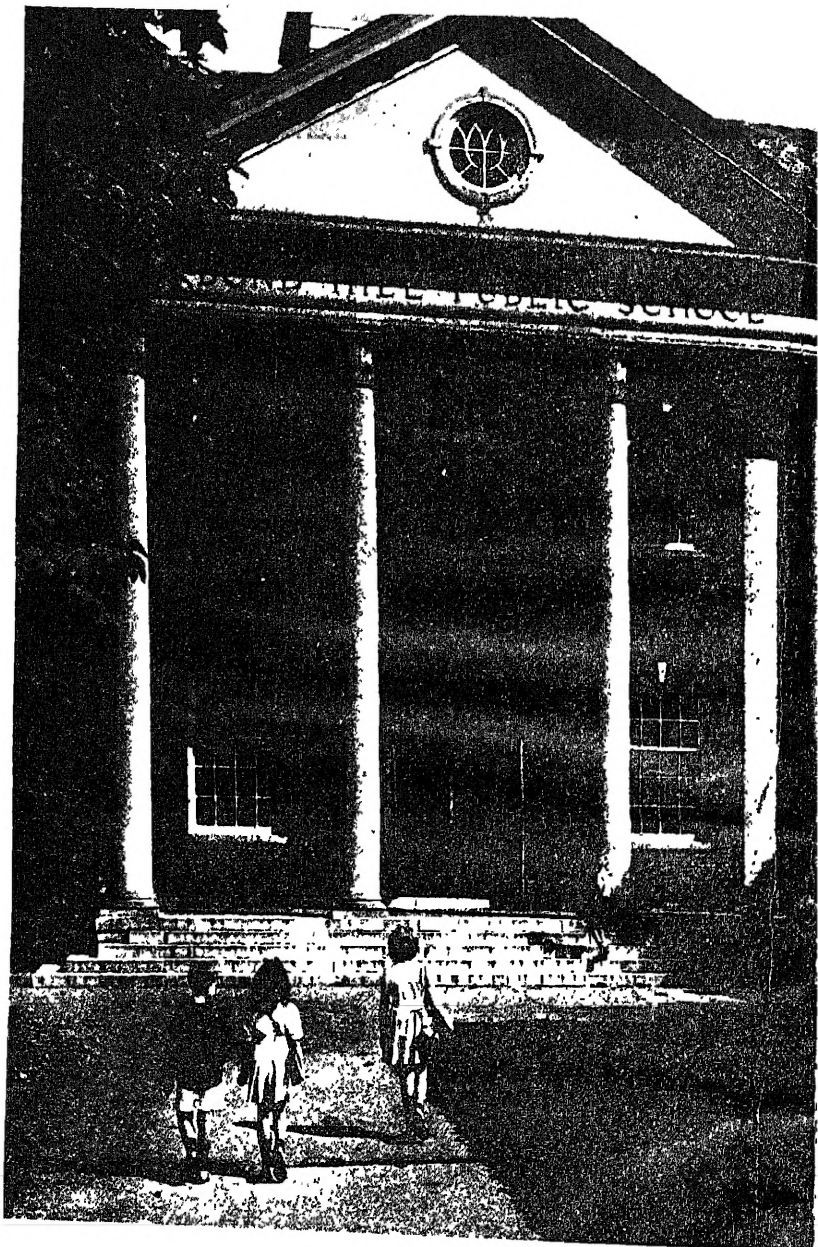


•

SPIRITUAL VALUES
IN THE ELEMENTARY SCHOOL
TWENTY-SIXTH YEARBOOK

•

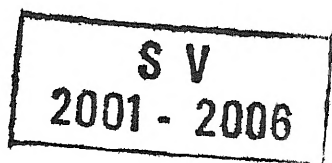


Public schools, Cincinnati

For millions of children the elementary schools provide ethical, esthetic, and emotional experiences that help to elevate and liberate the human spirit.

Spiritual Values

in the Elementary School



TWENTY-SIXTH YEARBOOK

THE NATIONAL ELEMENTARY PRINCIPAL
BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS
NATIONAL EDUCATION ASSOCIATION

VOL. XXVII, No. 1 SEPTEMBER 1947

PRICE \$3

THE NATIONAL ELEMENTARY PRINCIPAL

BULLETIN OF THE DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS

Published in September, October, December, February, April, and June by the Department of Elementary School Principals of the National Education Association of the United States.

All elementary principals—administrative, supervisory, and teaching—are eligible to active membership in this department. The payment of \$3 dues entitles active members to attend all meetings of the department, to hold office, to vote, and to receive the Bulletins.

Associate membership may be had by all members of the National Education Association who are actively engaged in any phase of school work by paying the regular membership fee of \$3. They are entitled to all privileges except the right to vote and hold office.

Subscription to non-members is \$3 per year; single copies of the Yearbook, \$3; October, December, February, April, and June issues of the Bulletin, 50 cents.

Entered as second-class matter November 20, 1922, at the postoffice at Washington, D. C., under Act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in Section 1103, Act of October 3, 1917, authorized December 18, 1922.

Executive and Editorial Offices, 1201 Sixteenth Street, Northwest, Washington 6, D.C.

Eva G. Pinkston, Editor

(The Contents of this Bulletin are listed in the Education Index)

OFFICERS OF THE DEPARTMENT, 1947-48

President, Eugene H. Herrington, Ebert School, Denver, Colorado

First Vicepresident, Marjorie Walters, Harrison School, Cedar Rapids, Iowa

Second Vicepresident, Edwon L. Riggs, Creighton School, School District 14, Phoenix, Arizona

Third Vicepresident, Mrs. Blanche L. Schmidt, Box 426, Dos Palos, California

Fourth Vicepresident, Mamie Reed, 9060 Ladue Road, Clayton 5, Missouri

Fifth Vicepresident, R. L. Booker, 1158 Gorgas, Mobile 20, Alabama

Executive Committee

Raymon W. Eldridge, Lawrence School, Brookline, Massachusetts (1948)

Florence Gabriel, Malvern School, Malvern and Falmouth Roads, Shaker Heights, Ohio (1949)

Laura E. Kellar, Vanport City Schools, Portland 17, Oregon (1950)

Thomas E. Pierce, Box 3771, Texas State College for Women, Denton, Texas (1951)

Certification Division, Cassie F. Roys, Director, 2609 Bristol St., Omaha, Nebraska

Life Membership Division, Herbert C. Hansen, Director, 1045 N. Lockwood Ave., Chicago, Illinois

Executive Secretary, Eva G. Pinkston, 1201 Sixteenth St. N.W., Washington 6, D.C.

EDITORIAL COMMITTEE, 1947 YEARBOOK

HAROLD V. BAKER, Daniel Webster School, New Rochelle, New York, *chairman* (Deceased, March 2, 1947)

HAZEL SIZER, Central School, South Charleston, West Virginia

W. GEORGE HAYWARD, Elmwood School, East Orange, New Jersey

FOREWORD

TODAY the world is seeking for spiritual values to illumine mankind's efforts to build a united, cooperative society. In this new search for spiritual values, what is the role of the school? This yearbook adds little theory to the current discussion of this question; it is rather a casebook of practice. The point of view it represents was stated in announcing the book in 1945:

Those values which, when attained, make a finer person, are spiritual values, be they generosity, fellow feeling, responsibility, integrity, appreciation of beauty, personal expression thru the arts, or some related quality of living.

Spiritual values include the high mystical experiences of organized religious groups, a realm in which the public school does not operate.

Spiritual values also include, apart from creeds, appreciation of the place of religion in human life—a realm in which the public school sometimes serves as a cooperating agent, in varying degrees of emphasis determined largely by the local community.

Spiritual values further include ethical, esthetic, emotional experiences that help to elevate and liberate the human spirit—and in this realm the public school does operate. This third type of spiritual values will be emphasized in this yearbook.

The committee believes that the activities described in the yearbook are representative of the thought and effort now being given in elementary schools of the United States to the building of spiritual values thru experiences in good living. Sincere thanks are due to the authors, particularly to Glenn E. Barnett, who was asked to prepare Chapter VIII; to Eva G. Pinkston, executive secretary of the Department; to Hazel Davis, assistant director of the NEA Research Division; to Beatrice Crump and Geraldine M. Morgan of the NEA Research Division; to Gertrude P. Hale of the Daniel Webster School, New Rochelle, New York; and to Walter A. Graves and his co-workers of the NEA Division of Publications.

The Editorial Committee

PRESIDENT'S MESSAGE

IN CHOOSING *Spiritual Values in the Elementary School* as the topic of the 1947 yearbook, the Editorial Committee seems to have foreseen the moral crisis that faces us today. As we turn from the passions of war to the confusion of reconstruction we sense with deep conviction the need for built-in values in human lives that will lead to individual self-realization at high levels, and to a creative society of brotherhood, peace, and security.

Many people do not realize how great a contribution is being made by elementary schools in the realm of spiritual values. The school practices reported in this yearbook are not innovations; they are typical of what the best schools have always done. The particular value of this presentation is to give a new significance to certain activities that sometimes are pursued as ends in themselves rather than for their contribution to the spiritual growth of children. Another special service is to call attention to "those little unremembered acts of love," so likely to be crowded out in the terrific pressure of modern living, but so fundamental in human relations.

It is hoped that all principals may find inspiration in these pages. May they place first things first by emphasizing above all else the creation of a school atmosphere in which children, principal, and classroom teachers may live in serenity and self-respect.

The pleasure with which the Department presents the yearbook is tempered with sadness that the chairman of the Editorial Committee, Harold V. Baker, could not live to see its completion. It was due to his leadership that the topic was chosen, and his contributions appear thruout the volume. The description of the Daniel Webster School and of Mr. Baker's work there as principal gives some insight as to the loss occasioned by his untimely death. But it also gives us new inspiration for high endeavor in an office that holds daily opportunities for life-building service.

MARJORIE WALTERS, *President, 1946-47*
Department of Elementary School Principals

CONTENTS

	PAGE	
FOREWORD	5	
PRESIDENT'S MESSAGE	6	
CHAPTER I. SPIRITUAL VALUES GIVE LIFE ITS HIGHEST MEANING	11	/
Spiritual Values Give Life Its Highest Meaning	13	
<i>Harold V. Baker</i>		
CHAPTER II. THE SCHOOL PROGRAM AS A WHOLE CAN BUILD SPIRITUAL VALUES	23	
To Live Together Well Has Spiritual Value	25	✓
<i>T. Allasina</i>		
Building Esprit de Corps in a Rural School	28	
<i>Sister M. Gertrude Ann Brown</i>		
Developing Student Responsibility	35	
<i>Margaret O. Discher</i>		
Adventuring in Spiritual Development	39	
<i>Elsie E. Green</i>		
Creating a Friendly School	47	
<i>Frank H. Lewis</i>		
Clearing the School Atmosphere for Spiritual Release	54	
<i>Laura M. May</i>		
✓ Four Statements on Spiritual Values	60	
<i>Gertrude E. McKeon</i>		
Toward Inner Stability	64	
<i>A. Marea Othmer</i>		
Responsibility as a Means of Growth	69	
<i>Clarence J. Roberts</i>		
Developing Spiritual Values	74	✓
<i>Wayne T. Snyder</i>		
Building from Within	78	
<i>Katherine G. Stains</i>		

CONTENTS	PAGE
CHAPTER III. GROUP EXPERIENCES CONTRIBUTE TO SPIRITUAL VALUES	83
Friendliness in the Lunch Period	85
<i>Hazel M. Burley</i>	
Group Activities Bring Spiritual Values	88
<i>Charles E. Butler</i>	
"Sweet Freedom's Song"	90
<i>Erling Frostad</i>	
We Brought the Farm to School	95
<i>Dan H. Gilson</i>	
Las Posadas	102
<i>Wilda C. Mette and Alta B. White</i>	
Painting a Frieze and Building Spiritual Values	106
<i>Ross L. Neagley</i>	
Teaching Ethics on the Playground	109
<i>Carl Neufeldt</i>	
The Right Kind of Homework Has Spiritual Values	113
<i>F. R. Park</i>	
The Children's Council Builds Character	116
<i>C. T. Thompson</i>	
Developing Morale in a School Faculty	120
<i>Wilbur A. Yauch</i>	
Schools of a Great City Seek Spiritual Values	127
<i>Erma E. Pixley, Amber Wilson, Maurice G. Blair, and others</i>	
CHAPTER IV. THE INDIVIDUAL CHILD AND THE INDIVIDUAL TEACHER FIND SPIRITUAL GROWTH	135
Teachers Think Together about Spiritual Values	137
<i>Bucks County Teachers' Forum</i>	
Some Ways of Creating Mutual Respect in the Classroom ..	143
<i>C. H. Elliott</i>	
Living at High Levels in a Large City System	146
<i>Mabel Kennedy</i>	

CONTENTS	PAGE
Case Studies in Ethical Values <i>Thomas E. Robinson</i>	152
A Child's Trouble, the Teacher's Opportunity <i>Herman Schreiber</i>	157
He Who Conquers Himself <i>F. B. Smith</i>	159
Light on Today's Children <i>Peter H. Snyder</i>	160
Whatever the Weather <i>Juanita Steele</i>	165
Spiritual Values That Haunt the Memory <i>University of Colorado Summer-School Students</i>	168
CHAPTER V. RELATIONS OF THE ELEMENTARY SCHOOL WITH OTHER INSTITUTIONS IN BUILDING SPIRITUAL VALUES . . .	183
Working with Community Institutions in Developing Spirit- ual Values <i>M. E. Coleman</i>	185
The Elves and the Shoemaker <i>Vesta Haines</i>	188
To Work for the Blind Is To Think of Others <i>Valine Hobbs</i>	191
School Camping and Character <i>Peter H. Snyder</i>	196
What Values Shall We Cherish? <i>Victoria Wagner</i>	201
CHAPTER VI. EVALUATION OF ATTAINMENT IN SPIRITUAL VALUES	209
Evaluation in the Realm of Spiritual Values <i>Genevieve Bowen</i>	211
Teachers Evaluate the Educational Climate <i>The MacArthur School Ethics Committee</i>	214
A Suggested Approach to Evaluation of Spiritual Values . . <i>Lester B. Sands</i>	222

CONTENTS	PAGE
CHAPTER VII. SPIRITUAL VALUES IN THE DANIEL WEBSTER SCHOOL	227
Spiritual Values in the Daniel Webster School	229
<i>Staff Members</i>	
CHAPTER VIII. LOOKING FOR SPIRITUAL VALUES: A SUMMARY AND INTERPRETATION	241
Looking for Spiritual Values: A Summary and Interpretation	243
<i>Glenn E. Barnett</i>	
SELECTED REFERENCES	251
AVAILABLE YEARBOOKS OF THE DEPARTMENT	251
SPECIAL BULLETINS OF THE DEPARTMENT	252
RECORDS AND INFORMATION	253
List of Members, 1946-47	254
State Associations of Elementary School Principals	339
Sectional Associations of Elementary School Principals ...	340
Local Associations of Elementary School Principals	343
Index of Persons	347
Subject Index	349

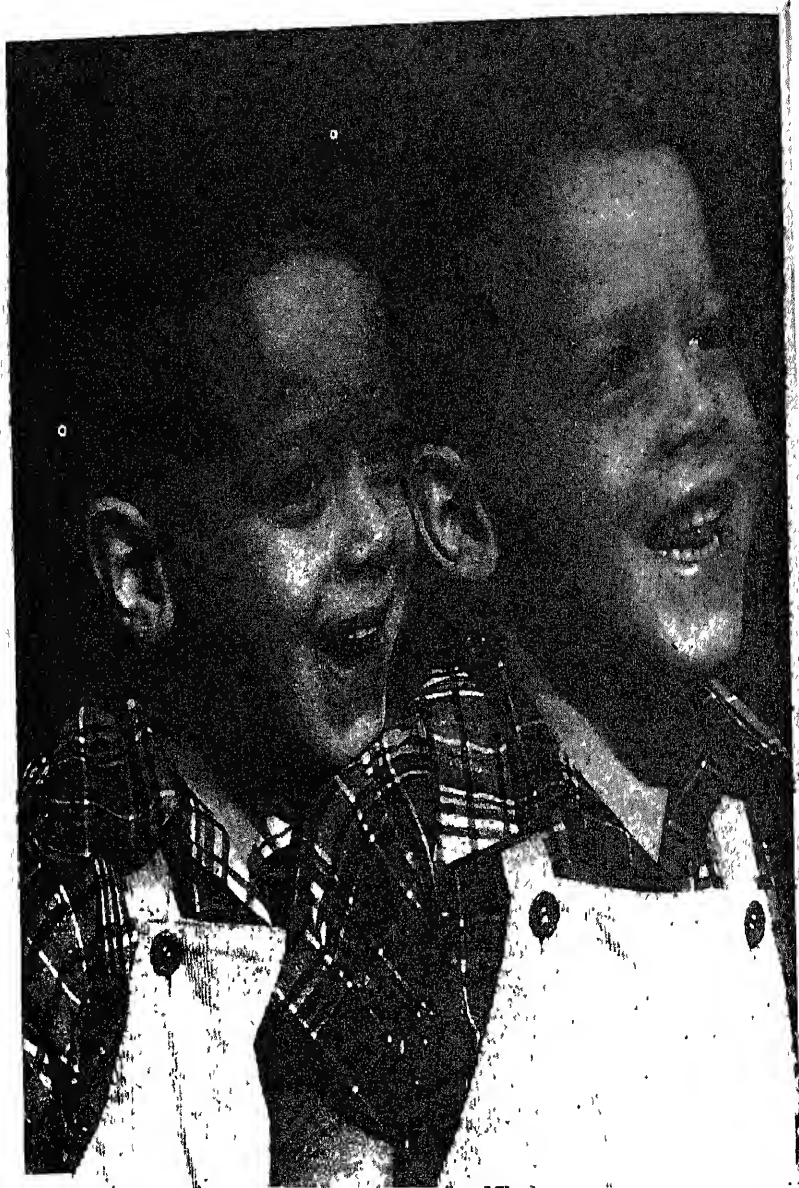
Chapter I

SPIRITUAL VALUES GIVE LIFE ITS HIGHEST MEANING

THE world needs better people and the schools can help in developing them. Healthy bodies and alert minds lay a foundation for good living but they are not enough. The directions toward which the good body and the good mind are turned are what give life its meaning and those directions are determined by spiritual values.

Schools have a profound responsibility for providing experiences for children of all ages that will lead them into lives of rich appreciations, creative expression, noble aspiration, and self-directed, cooperative service and leadership. Definite planning by wise teachers and principals makes these experiences possible.

In this chapter the chairman of the Editorial Committee explores the significance of spiritual values in planning the program of the elementary school. Those values that, when attained, make a finer person, of more value to one's self and to others, are recognized as spiritual values. They are developed thru creative experiences and stunted thru negative experiences. It is the responsibility of the faculty to become keenly aware that spiritual values are at stake in everything that a child does in his school living, to study the effect of existing school practices, and to develop a school atmosphere and program that will help the spirits of children to grow into something fine.



Public schools, Atlanta, Georgia

*Let the people of the world turn to schools everywhere to build, thru
children, the spiritual values needed for a better world.*

Spiritual Values Give Life Its Highest Meaning

By HAROLD V. BAKER¹

Principal, Daniel Webster School, New Rochelle, New York

GOOD elementary schools do much more than help children to grow in knowledge, skills, and health—important as these are. In good schools children are helped to live on a high plane. They learn to understand and to believe in themselves; to get in tune with others; to have consideration for others; to enjoy learning; to appreciate and to gain satisfaction from competent achievement by themselves and others in skills, the arts, music, and literature; to begin to understand that there is order in the natural world that the mind of man can regard with reverence.

People sometimes say that the schools should develop spiritual values, not realizing how much the schools already are doing. For millions of children the schools provide ethical, esthetic, and emotional experiences that help to elevate and liberate the human spirit.

Usually these experiences come as the result of definite planning by wise teachers and principals. Sometimes negative experiences occur because of lack of planning and lack of understanding. Where the most satisfactory school climate exists for the growth of spiritual values there is likely to be an understanding of the meaning of spiritual values, of how they are developed, and of the responsibility of the school for their development.

What Are Spiritual Values?

There is much that an individual can do to make himself a better human being, of more value to himself and others. He learns to do these things thru association with people, ideas, ideals, and institutions. It may be said that in these actions and associations he is attaining spiritual values. Those values which, when attained, make a

¹ Deceased, March 2, 1947.

finer person are spiritual values, be they generosity, fellow feeling, responsibility, integrity, appreciation of beauty, personal expression thru the arts, or some related quality of living.

Spiritual values cover a wide area. Part of the area is identified with the church and organized religion. But confusion arises if people restrict the meaning of the word "spiritual" to make it synonymous with the word "religious." The point of view basic to this yearbook is that spiritual values are not limited to the realm of religion.

Spiritual values in the elementary school, as discussed in this yearbook, are in no way inconsistent with religion but they represent an area of spiritual values that does not depend upon religious sanctions.

Something more is meant than ethics, morality, or esthetics. These latter words refer to systems or concepts that have been formulated on the basis of human experience but may be external to a given individual. Teachers are not concerned with ethics or esthetics for their own sakes but they are concerned about the spirits of children. The learner is a unit who should be growing toward individual and social maturity in many ways and one of those growing points is the human spirit within him. This it is that seeks perfection, is satisfied only with excellence.

The idea of spiritual values may be associated with the idea of living on a high plane. A human being has many needs and functions in common with the lower animals but he has insights, aspirations, and possibilities that are uniquely human. They represent spiritual values that are to be attained by good living in the natural world. Ideals of justice and cooperation, love of beauty, intellectual curiosity—such values and appreciations develop in human living.

Efforts to be more explicit as to what is meant by spiritual values lead into the dangerous path of trying to catalog qualities; the qualities overlap and they never entirely cover the field. One explanation of the term "spiritual values" in the same sense that is used in this discussion emphasizes these qualities as being characteristic of good living in a democratic community: cooperation, self-denial, tenacity, self-sacrifice, courage, kindness ("kindness provides the friendly warmth so necessary for all growing things"), generosity,

sense of duty, loyalty, justice, freedom, sensitivity to beauty, creative thought, and sharing in a common cause.²

Another organization of these ideas mentions the following as among the spiritual values the school should seek: respect for personality, increasing control over one's own destiny, loyalty to democratic group life, esthetic sensitivities and enjoyments, and moral fiber.³ These listings do not fully define but they serve to illustrate what is meant by spiritual values.

How Are Spiritual Values Developed?

Values are learned thru experience. A boy may learn, for example, to accept increasing control over his own life by many experiences in which he and his classmates feel zest and satisfaction in making plans and in assuming responsibility for carrying out activities that are important in the life of his group. The same boy, in a different setting, might learn to depend increasingly on other people to control his life, by many experiences in which he finds that praise and status come to him if he keeps silent except when called upon and if he readily obeys the teacher's directions without asking or caring why the directions are given. The learning occurs when the experience brings satisfying results and is acceptable to him because of the satisfaction that he feels.

Each day the boy learns something that helps or hinders him in accepting control over his own living. His learning may be negative. He may be learning to accept responsibilities and to follow thru with shabby performance. If his classmates and his teacher have different sets of values, he may be learning habits of defiance or deception, encouraged by the approval of his classmates; or, with wise teaching and a healthy school situation, his learning will be positive. But, in either situation, learn he will.

Altho spiritual values are unseen, they influence conduct that can be observed. Children develop spiritual values by observing and sharing in the conduct of adults or other children whom they admire.

² Brubacher, John S., editor *The Public Schools and Spiritual Values*. John Dewey Society. Seventh Yearbook New York Harper and Brothers, 1944, p 16-26.

³ *Op. cit.*, p. 124-28

A child may come from a drab and colorless home to a school where beauty is valued. In such a school, dark paint in corridors and classrooms has been replaced by pastel tints. Children's art and reproductions of great paintings are on display, and are changed often. Pottery, tinted glass, and small sculptures—not too many—are found in classrooms and offices; they, too, are moved from place to place and admired and commented upon in each new setting. Art materials are plentiful for creative activities by the children. Teachers and pupils are fascinated by the charm of rhythmic motion in games and folk dances. Color and line are noted in sky and earth visible from the school windows and the playground; birds, trees, and flowers are watched thru the changing seasons. Something happens inside the child as such experiences are shared in months and years of school living. He sees and is stirred by beauty that, without this learning, he might have missed all the rest of his life.

Some children spend six years or more in the elementary school without learning that learning can be fun. Mastering a new process—in arithmetic, in art, in the use of books—can be a zestful experience, especially when the process is one that is needed in completing some undertaking in which the class is engaged.

"To make good" or "to come thru when needed" are high goals in the child world. As each individual learns to play his part his whole personality grows and warms under sunny smiles of approval. Thus the individual grows spiritually in his love of his fellows and his sense of obligation to the group.

The skilful teacher senses the spiritual value that derives from successful achievement in any phase of school work. Intellectual insight and creative thinking bring a thrill to the thinker, whatever level of accomplishment he has reached. If the experience is renewed at successive levels of maturity, the child learns to use his best abilities with confidence. The learner is always encouraged to do his best, and to do something better than what used to be his best. The school sets the stage for experiences in successful achievement and helps the child to make the most of them.

Positive spiritual values develop in a favorable atmosphere. Edu-

cators have no choice as to whether or not the value systems of children are to be influenced by school practice; but educators do have a choice as to kinds of influences they will seek to develop.

What Is the Elementary School's Responsibility?

Men are working in different ways to meet the world's need for good people. The school is only one of many forces; no one group has a monopoly. The home has an influence; the school has an influence; the church and other groups have an influence. It is a principle of good spiritual development, however, that the individual not be torn by divergent forces and influences. The overlapping efforts must be going in a common direction. Religious teachings, for example, are not a responsibility of the school; but should the schools be rightfully accused of failing to lead to better living, that would be a serious charge and just ground for severe criticism.

The first responsibility of the elementary school in developing spiritual values is for the teachers and principal to be keenly aware of the fact that some kind of learning is going on constantly either to build up or tear down spiritual values. The life directions of children are being changed, for better or for worse, by this learning.

A second responsibility is for the faculty to be aware of its own values and to study the school environment and particular administrative and instructional procedures to see what values are being developed and what values are being thwarted. Is it essential, for example, to develop a sense of community and mutual respect among pupils? If it is, what does the school do to encourage fellow feeling and cooperation? Do any of the school practices or activities create snobbishness or unfriendly competition?

Is it important for each child to develop a sense of belonging, of being useful, of being wanted? If it is, if these feelings build the individual ego without which spiritual values fall on barren and shallow soil, what does the school do to build self-respect and confidence? Does any practice tear down a child's faith in himself?

A value usually held to be basic in democratic education is to lead

children toward a love of freedom combined with a sense of responsibility for making wise choices in the exercise of freedom. One might say that it is inconsistent with this emphasis on individual responsibility for a teacher to be shaping classroom practice toward spiritual values that the teacher has decided upon in advance without consultation with the learners. There is no inconsistency, however, because the teacher who holds the love of freedom and the acceptance of responsibility to be important will help the children to understand, to be aware of alternatives, and thus to be free to choose wisely.

The third responsibility of the school is to develop the school atmosphere and school program that will help the spirits of children to grow into something fine. The child must be accepted at school just where he is when he comes from home—from the first hour he should know that in this school he really belongs and really counts as a person. But there should be no doubt on the child's part that the school expects him to be an excellent person.

Adults in the school should treat children with courtesy and consideration. An adult can give a child a feeling of dignity by listening attentively to what he has to say, by giving him time to express himself, by assuring the child who needs reassurance that he can do better another time, and by giving recognition to a child who does something exceptionally well in terms of what he is able to do. The child should know the principal and the teachers as his good friends, with whom he can feel secure and confident. "Every teacher has spiritual effect on his pupils in many ways."⁴ Sometimes a teacher who is only average in intellectual attainments has helped children grow into fine human beings thru showing respect, love, and interest in each child.

The school should be a serene place. Such simple things should be considered in the school as avoidance of cluttering, reduction in the number of pictures in corridors, responsibilities of the proper size, and simple programs that do not excite everyone.

Even in a school building that is not beautiful in itself a love of the beautiful can be learned. Children can become so conscious of beauty that they will not deface property. Children can learn to re-

⁴ Brubacher, John S., *op. cit.*, p. 123

spond inwardly to music, both in hearing it and in creating it. The power of music to enrich the lives of children is so great that schools should do far more than at present to surround children with the beauty of sound. A collection of good records makes it possible to greet the children with inspiring music as they enter the building in the morning. In band, orchestra, and glee club, boys and girls can learn the loftiness and depth in music thru creating it themselves.

What is done is less important than how it is done. Many things will be done differently when the spiritual growth or possible spiritual stunting of the child is clearly taken into account as one of the outcomes of every school activity.

To evaluate spiritual development is difficult but not impossible. An older boy, after working with a group of younger children, was asked what, if anything, he had learned. His reply was "Patience, and how!" He did not need a formula to evaluate his experience, but he did need to know that patience was something to be learned. If the desired values are known, there can be some conscious evaluation of growth toward them.

And further, there must be faith that there is more spiritual growth than is apparent on the surface. One person, after thirty years, still responds to the challenge of the teacher who said, "John promised to do this for us and you know that if he promised, he will do it." Many teachers whose former pupils have become adults have been told of remembered classroom experiences that have been lifelong sources of strength.

A schoolhouse was the scene of surrender at the close of hostilities in April 1945. No more fitting place could have been found in which to end a war. The school seeks to build and to make a better world. It is a place of hope for the future. Let the people of the world turn to schools everywhere to build, thru children, the spiritual values needed for a better world.

The members of the Editorial Committee are taking the liberty of adding to the foregoing statement several quotations from letters written

by Mr. Baker over a period of weeks in 1945 while the outline of the yearbook was being developed. Informal and unstudied tho they are, they throw additional light on the meaning of the yearbook topic, as thought of by the Committee chairman. In these letters he was defending the use of "spiritual values" in the title rather than some other phrase and was explaining further what he had in mind as to the scope of the book.

I realize fully that "spiritual values" is a ticklish topic to handle. That doesn't mean we should be afraid of it, we should just be as careful as possible. It was ticklish for the Wright brothers to try to fly, but look what we have today because they were willing to risk it. . . .

I gave thought to the list of titles. Only one, at the moment, appeared as possible to me, "ethical and esthetic values in the elementary school," but I am not yet ready to trade. In my work here I am not so much concerned with ethics and esthetics for their own sakes but I am really concerned about the spirits of children.

I like your "blur of sweetness and light." It is a fine expression. That may be all we can accomplish, tho I hope we can do much better. But the world needs a lot more sweetness and light, even if it comes in a blurred form. . . .

To me a child has a spirit, and we in the schools can do much to help that spirit grow into something finer and finer. That is why up to the present I have such a longing to hang onto the word "spiritual." It is true that a child should have "ethics" and "character," but, to me, those are something from without, while the spirit is something already within. An ethical value may have little worth, but a child's spirit has tremendous worth. . . .

As yet I am not afraid of the linking in the minds of others of "the public schools and spiritual values," with "religion and the public schools." We have all been very fuzzy in our thinking in that regard. Possibly we can help to clear things up.

It appears to me that if spiritual values are to be attained at all, they must be attained by living in the natural world, and the public school is concerned with living in the natural world. Some things, of course, must be left to the church, but possibly not as much as we once thought. . . .

This yearbook will make a contribution if it does nothing more than clarify issues and definitions. Even a well-known professor of elementary education in this area was talking to me the other day and implied that one could not think of spiritual values without considering religious education.

Spiritual values cover a wide area. Part of that area belongs to the church and organized religion. But the school can work in far more of that area and still be within American traditions than is generally believed. . . .

What does the elementary school do that makes an individual a better person? That is the theme of the yearbook. Maybe we can even help some of the others—the home, the church, community agencies—to do their job a little better. . . .

We can serve an important purpose by demonstrating that this is an important part of elementary education. Some teachers are afraid to hold up the class in arithmetic problems to deal with a child's problem; when they deal with spiritual values they sometimes feel that they must work it in as something extra. This is an important thing to do in itself. . . .

Tool subjects do have laws, and these are to be learned and understood. But we are most interested from this viewpoint in what their mastery and use will do for the "spirit" of the child.

Someone who has developed a wonderfully expert method to teach some skill in arithmetic will tie that up and never think of what has happened to the inside of the child in the process and of course that is what we are most interested in, rather than the attainment of a certain degree of skill. . . .

We can do far more than we are doing in the twelve years we have in the public school to live with each child. What the school can do in the realm of spiritual values is to open doors for the human spirit. Some pupils enter them; some do not. . . .

To me, in the matter of evaluation, the most important thing is to set up the values so clearly that they will be recognized. Then even a child can do, in some rude fashion, his own evaluation. . . .

Important in this connection is the question as to whether the child has achieved his best. Mr. ——— wrote me asking how we evaluate the social growth of kindergarten and primary children. That is really part of our problem, and I find it isn't too easy to answer. But we do know when children show social growth. . . .

Something happened yesterday which might be appropriate. In the kindergarten where a new child who had never before been in school was visiting, in order to become acquainted with the kindergarten before entering school next fall, she looked up at the teacher after having had some experience in the room and said, "You're nice—like my mother."

For my own spiritual nourishment I sat in the auditorium all alone yesterday afternoon while a sixth-grade girl was practicing on the organ; but how can you get that into a yearbook. . . ?

Spiritual values do wither in transit. We will have to try to do the best we can and get them into the yearbook in as fresh a fashion as possible. . . .

Spiritual values will be high in this building tonight when seventy or more children give an instrumental program that will almost take one's breath away. It has gripped many an adult so he sat with tears in his eyes. It is the best thing of its kind I have ever known for children nine to twelve. I know it emphasizes spiritual values.

The heart of the spiritual task . . . is the organization and the maintenance of a community that makes possible a good life for all of its various members. . . . Schools . . . can be considered positive forces in the spiritual life of the American people only to the extent that they strengthen, and do not weaken, the democratic community.

—JOHN L. CHILDS

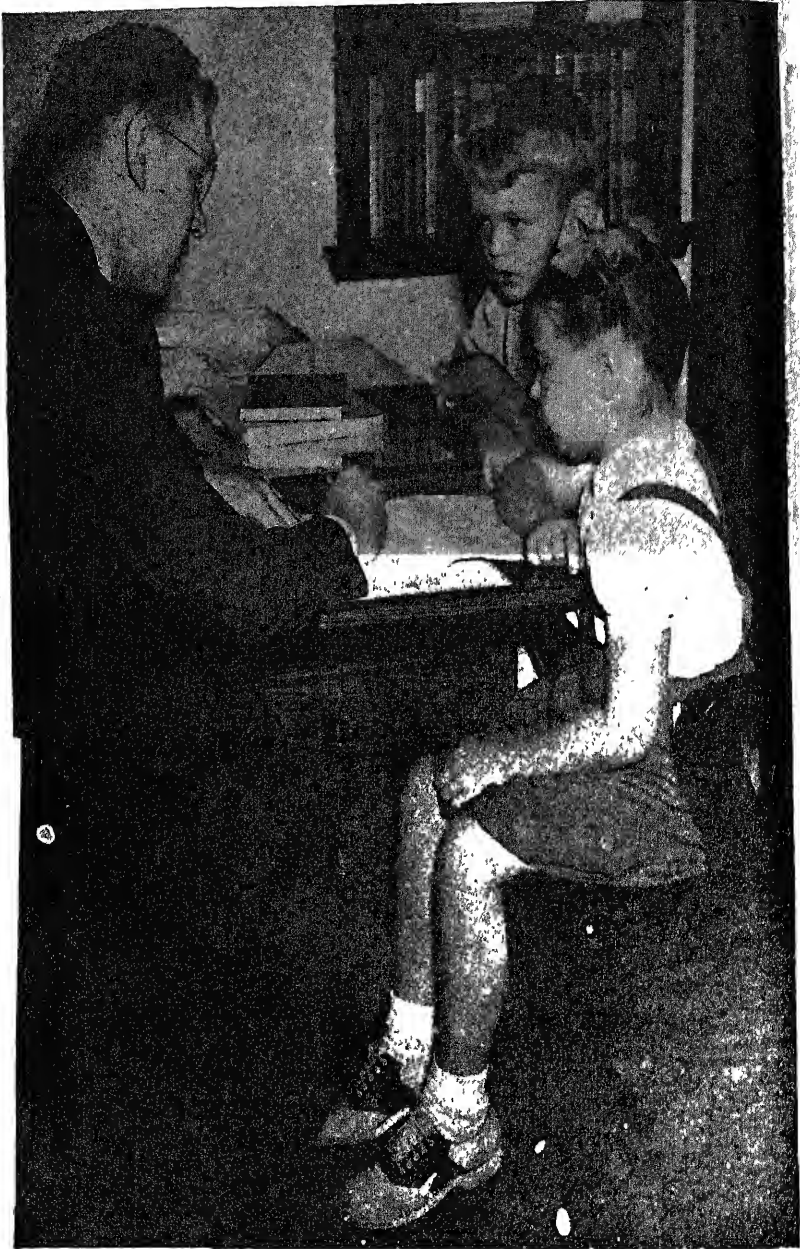
Chapter II

THE SCHOOL PROGRAM AS A WHOLE CAN BUILD SPIRITUAL VALUES

THE elementary school is a place of beginnings for likes and dislikes that lead to the setting up of life values. The right kind of school can start a child in the right direction. Many schools actually do raise the levels of living in their communities by the influence they have on the lives of individual pupils.

It is important to recognize that this kind of school experience is significant in itself—not something to be squeezed into the school program over and above the essentials but something that is itself essential.

In this chapter overviews are given by eleven different authors of efforts to develop school programs as a whole in the direction of building spiritual values. Emphasis is given to encouraging friendly cooperation among children from many cultural backgrounds, developing a sense of responsibility thru progressive assumption of heavier tasks, giving many opportunities for the appreciation of beauty and for creative expression thru the arts, building a sense of esprit de corps and pride in all the cooperative activities of the school, promoting mutual respect and kindness in all the human relationships in the life of the school, and maintaining a school atmosphere of happiness and serenity.



Public schools, Cincinnati, Ohio

The right kind of school can start a child in the right direction.

To Live Together Well Has Spiritual Value

By T. ALLASINA

Principal, Bailey Gatzert School, Seattle, Washington

BAILEY Gatzert School is located in an area of low incomes in which there has been much transiency during the past few years. The community at one time was nearly 100 percent Japanese. When they were evacuated their places were taken by many groups. A low-cost housing project, limited to families with incomes not above \$1500 a year, sends many pupils to the school.

Most of the city's Chinese children and many Negroes are enrolled. In 1945-46 the 850 pupils included 125 returned Japanese, 110 Negroes, 85 Chinese, 60 Filipinos, and a few Indians, Hawaiians, and Mexicans. Perhaps because there is such a mixture, the children themselves do not seem to be especially race conscious.

In his first year as principal of the school, the writer was surprised to find that the problems, great as they are, seem no greater than one finds in other school districts. They are perhaps different but also challenging and fascinating.

A favorable environment is provided by the school building, a large beautiful brick structure having twenty-five teachers in grades from kindergarten thru the sixth. Well-equipped gymnasium, auditorium, and special rooms provide opportunities for group activities and services.

Of even greater importance as a favorable factor in this period of teacher shortage is the faculty. All of the teachers have been in the building for some years except three new recruits. Most of the teachers are adept in handling various groups and races.

Race problems were discussed at the first teachers' meeting. Special thought was given to the return of the Japanese children. The problem was attacked with the idea of recognizing contributions made by all races. In the music classes, art, social science, and other fields,

the various contributions were stressed. These good qualities were pointed out during assemblies.

American Education Week a Focus for Group Spirit

This year seemed an opportune time to present a pageant in which all groups would be represented and their contributions stressed in building the United States of America. The proposal was discussed in a teachers' meeting and decided upon as a part of the celebration of American Education Week, along with an open-house event. Each teacher contributed, thru her group, the part of the pageant that was being discussed in her classes.

The narrators were prepared in the reading classes, the songs were learned in the music classes, and the dances of each nation were mastered in the physical-education classes from the primary thru the sixth grade. Social-science classes dramatized the periods of development, such as the "Pioneer Days" and "Development of the West." The second grade studied Indians and contributed the Indian dances. The Chinese children chose to sing the "Chinese National Anthem."¹ A chorus of Negro children sang Negro spirituals. The Japanese decided on a dance in colorful costume, while the Hawaiians gave the "Song of the Islands."² All in all, a beautiful pageant, "Americans All," depicted the part played by all nationalities in building a glorious United States of America. The groups were proud of their contributions. The spirit displayed by the participants proved the value of the performance.

A capacity crowd enjoyed the performance, all races being well represented and pleased. Thru performances of this kind a friendly spirit can be fostered and racial discrimination reduced to a minimum. All the children feel proud to belong to the Bailey Gatzert School.

The Spirit of Thanksgiving

For the all-school assembly before Thanksgiving the children presented several plays which portrayed the feeling of thankfulness for peace.

¹ Guenther, Felix *Anthems of the United Nations*. New York: Edward B. Marks Music Corporation, 1942. p. 8

² King, Charles E *Song of the Islands*. New York: Edward B. Marks Music Corporation, 1915.

A third-grade group enacted the flight of the Pilgrims to Holland and America and ended with a prayer for freedom of worship.

An interesting version of Thanksgiving was given by a fourteen-year-old Chinese boy, recently brought over from Okinawa by American soldiers stationed there during the war. He read a story he had written, "Why I Am Thankful on This Thanksgiving."

Christmas and the Spirit of Joy

The Christmas season is a wonderful opportunity for spiritual values in a school. Various means can be employed to enhance the feelings of reverence and joyful sharing. During the week preceding Christmas, the music classes took turns singing Christmas carols in the main hall. Two assemblies were held; each group enacted the "Christmas Story" with a large chorus supplying the music. It was arranged in this manner to accommodate parents who wished to come, as the auditorium is not large enough to receive all the patrons at one time.

On entering the lobby one observes a beautiful picture, with a caption to fit the picture. The picture is changed frequently. Usually the subject is a religious one and the significance of the picture is discussed in classes. Altho the major emphasis is on the art value, the religious value is also recognized in seeking to understand the true spiritual meaning of the picture currently on display.

As the year rolls on, the aim in the school is to develop in everyday activities and experiences the spirit of responsibility and cooperation that is expressed in the motto of unknown authorship lettered on one of the school bulletin boards:

I believe in hands that work,
Brains that think,
And hearts that love.

Building Esprit de Corps in a Rural School

By SISTER M. GERTRUDE ANN BROWN, O.S.F.

Head, Education Department, and Director of Student Teachers, Briar Cliff College, Sioux City, Iowa

RURAL life provides an ideal laboratory for the teacher who wants to develop spiritual values in her pupils. If she is able to recognize and to appreciate the privilege of teaching in an environment conducive to spiritual growth, she will find in a rural area many opportunities for promoting the ethical, the esthetic, and the emotional development of her pupils.

Unless the teacher herself is thoroly imbued with these values, it will be futile for her to attempt to develop them in her pupils. The purpose of this article is to show what can be accomplished thru the influence and leadership of a teacher or principal in whose personal life spiritual values form an integral part and whose zeal for sharing these values with others makes her worthy of the name *teacher*.

Starting with Attitudes

Ann Hurley is principal of the Burnsville Consolidated School. Burnsville is a typical small town of a thousand inhabitants. The consolidated school draws half its pupils from the town population and the rest from near-by farms. When Miss Hurley was appointed principal at Burnsville, she realized that conditions would be somewhat different from those she was used to in a city school; but she loved the country and welcomed the opportunity of working in a rural district, away from the noise and commercialism of the city. She was prepared for the inconveniences and handicaps of a small school, but her first faculty meeting revealed an unexpected problem—the other teachers did not share her enthusiasm for rural life. Some considered themselves martyrs who were sacrificing their abilities out in the “sticks” for boys and girls who would never amount to anything more than farmers like their parents. Other teachers

took a jovial attitude about having to turn "hayseeds" for another period of nine months.

Miss Hurley could foresee the attitude of the children upon whom these teachers had been exerting their influence for several years. Her expectations were confirmed the first day of school. She noticed that pupils from the farms had a pronounced feeling of inferiority, while those who lived in town had a supercilious air that bespoke contempt for anything rural.

After several months of persistent effort and tactful suggestions, Miss Hurley succeeded in awakening the teachers to the positive aspects of rural life and to a desire to give the children of Burnsville an appreciation for the better things in their environment. They spent their faculty meetings planning ways and means of developing spiritual values in the lives of their pupils. Miss Hurley's enthusiasm and encouragement was largely responsible for the achievement of this end. By keeping in close contact with what was going on in each classroom, she was able to note a gradual but remarkable growth and improvement in the right direction.

Planning Emotional Development

Because so many of the farm children were ashamed of their occupational status, they displayed emotional disturbances that could be remedied only by getting at the source of the trouble. The teachers tried to increase the children's feeling of security and self-confidence by emphasizing the importance and the dignity of farm life. Miss Hurley stopped at the sixth-grade room one day when the children were having a lively discussion on the question of whether or not one needs "brains" to be a farmer. "What do you think about it, Miss Hurley?" asked one little farm boy who was strongly upholding the affirmative.

"Why of course farming requires intelligence, that is, if you want to be a *good* farmer. In fact, there are so many phases to this business of farming that one should have a good education as well as a good mind in order to be able to solve effectively the many problems with which a farmer has to deal."

"But, Miss Hurley, don't most people believe that all farmers are stupid and uneducated?" asked Jimmy Simmons, whose father owns the only department store in Burnsville.

"People who don't know any better sometimes make statements like that, but any one who stops to think will realize that farming is much more complicated than holding a job in a factory, for example. There are so many different things that a farmer has to know and so many decisions that he has to make." Miss Hurley then launched into a discussion of the kinds of farm problems that call for intelligence and skill.

Besides building up the self-respect of each child, the teachers worked hard on developing respect for others. Many children came from homes that lacked cultural training and even the ordinary social amenities of daily life. This only increased their feeling of inferiority. Miss Hurley and the teachers planned the school calendar so that the children had many social functions where they had an opportunity to put into practice correct forms of etiquette. Several times when the parents were invited to teas and entertainments at school it was evident that the social usage learned by the children at school carried over into the home. Introductions were made easily and correctly; table manners, too, corresponded at least to the basic principles of accepted form; and the children revelled in playing the part of hosts and hostesses to their parents and teachers.

A child's attitude toward his schoolwork has a decided effect upon his emotional stability. If he hates his classes and can see no reason for doing the work of the classroom, he will make little or no progress and probably will develop undesirable character traits because of his failure. Therefore, it is important that the type of curriculum offered in a school fits the needs, interests, and abilities of the particular children concerned.

Miss Hurley recognized this deficiency at the Burnsville School. Before she began her second year as principal, she succeeded in adding several new courses that are of special value to farm children. A course in arts and crafts was introduced for the seventh- and eighth-grade boys. The principles learned in this class, as well as the actual

productions, resulted in artistic furnishings and practical equipment in the homes. This activity also served as an excellent means for creative expression. Some pupils whose personalities had suffered from repeated failures in other classes, "found" themselves in arts and crafts. They developed initiative, perseverance, a sense of responsibility, and most of all, a feeling of achievement that gave them a new hold on life.

The seventh- and eighth-grade girls were given a course in foods and clothing, which achieved many of the same purposes that the course in arts and crafts did for the boys. Stress was placed upon the nutritive values in the different foods, and planning balanced meals. The problems discussed were mostly those of the farm wife, and many of the girls' mothers became so interested that they asked the teacher of home economics to conduct a night class for their benefit.

In the study of reading, arithmetic, social studies, and language, more emphasis was placed on the interests of rural children. For instance, the pupils learned to write business letters by actually ordering such things as garden seeds and flower bulbs. Their floor talks centered around their daily experiences on the farm or town. The problems in arithmetic had to do with the buying and selling of farm produce or similar phases of business farming.

The social and emotional development of the Burnsville children made rapid progress after some form of organized recreation was provided. Until Miss Hurley made her appearance at Burnsville, there was no form of organized recreation for the school children outside of school hours. Juvenile delinquency was exceptionally high for a small town. Before long, Miss Hurley influenced the members of the town board to convert a certain zone into a playground and to provide supervision for its use after school hours and during the summer months. In the winter time, the school gymnasium became a recreation center. Folk dancing, singing, one-act plays, card games, and other activities provided some form of entertainment for the whole community. There was no dearth of home talent, and everyone from the youngest first-grader to oldest pioneer took part at some time or other. Besides the enjoyment of wholesome recreation,

many less tangible but more important effects were evident in the form of personality development, social adjustment, and emotional maturity.

Developing Esthetic Values

Miss Hurley believes that a love and appreciation for beauty in any form is part of the development of spiritual values. Many of the experiences that contributed to emotional development also improved the children's esthetic sense. The classes in arts and crafts developed the pupils' artistic sense in home furnishings and interior decoration, altho on a very elementary level, of course. In the foods and clothing classes they learned how to set a table artistically and how to dress according to good taste. But only the upper-grade children took these courses, and Miss Hurley was convinced that one should begin in the kindergarten to give children an appreciation of beauty. Consequently, every grade included music appreciation, children's literature, and art in the weekly program.

To begin with, the school had no record player nor records of classical music. To make a start, one teacher brought her machine to school, and several others contributed records. Later the schoolboard provided a record player and more records. A schedule was worked out so that every grade had at least one period a week when the children could listen to classical music. It took almost a year before they showed signs of real appreciation and enjoyment, but then their love for good music seemed to grow by leaps and bounds.

When Miss Hurley took an inventory of the library books, she knew that she had to take immediate action regarding the purchasing of some worthwhile children's literature. Most of the boys and girls were satisfying their desire for stories by reading the comic magazines, Western stories, and cheap series books that they passed from one to another. They were not familiar with the children's classics that thrill so many youngsters.

Each teacher arranged for a literature period at least twice a week; some managed to have one every day, during which they read aloud for the pupils' enjoyment some of the choicest books in the field of

children's literature. More and more children began to ask where they could get books like those their teacher read to them. This demand resulted in the organization of a central school library, stocked with new story books for children of every age and interest. Books were borrowed from the state library and the county library to augment the number newly purchased.

In order to develop in the children an appreciation for art in pictures, the teachers made use of materials at hand. Several classrooms had good pictures hanging on the walls; others were purchased so that each room had at least one acceptable reproduction of a beautiful picture. Early in the school year the teacher in each room acquainted her pupils with the story behind the masterpiece and something about the artist. The children enjoyed repeating this explanation to visitors and to pupils from other rooms. The pictures were changed from room to room. By seeing these pictures every day, the children received a more lasting impression and became better acquainted with the masters and their works than if they saw the pictures only during an art appreciation class. Also, more attention was given to encouraging imagination and creative activity in art in the pupils themselves. The teachers noted how the children carried into their homes the esthetic values they learned at school. Walls that had been cluttered with cheap pictures were given a new coat of paint and then adorned with one or two pictures that had become special favorites of the children.

Teaching Ethical and Religious Values

A child's moral development requires careful consideration by parents and teachers. Unless he has correct ideas of right and wrong conduct, and unless he is given worthy motives for living a good life, his actions will be governed by expediency rather than by principle. The principal of Burnsville School believes that in order to develop spiritual values in children, it is necessary to go to the Source of goodness, beauty, and truth. From her the children learned to raise their hearts and minds in reverent thanks when they saw the beauties and wonders in nature. One day the second-grade pupils presented

Miss Hurley with a booklet that they had made. It was entitled "We Thank You, God." Each page was devoted to one particular gift for which they were thankful. The children's illustrations and sentences showed how the development of spiritual values had become an integral part of such classes as art and language.

Activities and classes in citizenship provided occasions for emphasizing the importance of practicing such virtues as obedience, charity, justice, honesty, truthfulness, and patience. The children found many opportunities thruout the day for making these qualities a part of their lives. Of course there were violations of good conduct at times, but usually the social disapproval of the rest of the children was so strong that the teachers did not have to say much to the offender.

Conclusion

To imbue our pupils with spiritual values is a gigantic task. Thru the concerted efforts of the whole teaching staff and with the leadership of a principal whose own life is characterized by spiritual values, the end can be achieved, at least in part. The rural teacher who is willing to dedicate her efforts and talents to the noble cause of developing spiritual values in those under her charge will find new meaning in Shakespeare's words:

And this our life, exempt from public haunt,
Finds tongues in trees, books in the running brooks,
Sermons in stones, and good in every thing.

Poems, paintings, statues, scientific systems, and philosophies are achievements by which man has expressed and satisfied his distinctively human love of beauty, intellectual curiosity, and search for goodness—in short, those passions for perfection which in their sum constitute his spiritual nature.

—RALPH BARTON PERRY, *One World in the Making*

Developing Student Responsibility

By MARGARET O. DISCHER

Principal, Lakeside School, Pine Bluff, Arkansas

THE sense of responsibility is not one of mushroom growth, nor is it a tool that an amateur can use successfully without some training or experience. Its development accompanies the growth of the child; and, like character building, its progress is influenced by environment. During the child's early years, the home environment provides this necessary training. At the age of six, the school shares the problem. With such an important charge laid in its lap, how can the school best fulfil its obligation?

Let the Duty Fit the Child

An ingenious teacher will create situations calling for the child's own judgment and decision. When the first grade gave a tea for their parents, the children had complete charge. They were given a certain amount of money with which to purchase the refreshments, paper tablecloth, napkins, and cups, and returned the change to their teacher. One six-year-old staunchly refused to let his mother accompany him as he set out in the rain to buy candy for the party. At the tea each child introduced his guests and escorted them to the "tea table." The thrill of responsibility at six!

Opportunities for developing student responsibility in the classroom are numerous. Most common of these is the monitorial system where pupils are assigned special duties such as watering flowers, feeding the fish, erasing the boards, caring for the library, being host to visitors, distributing materials, and performing errands. Children guided by the teacher can take over the room decoration, bulletin boards, assembly programs, and make plans for the day's routine.

Care must be taken, however, that these assignments and duties do not become unpleasant tasks, haphazardly performed. By attaching an air of importance to each office and praising work well done, the teacher can encourage each one to a better fulfilment of his re-

sponsibilities. Also, she must see that responsibilities are shared among all the members of the class.

Completing daily assignments is the most common responsibility given children and the one most often evaded. Here the teacher is truly challenged. Her problem is to seek the cause of any negligence and to provide an incentive to see the task completed.

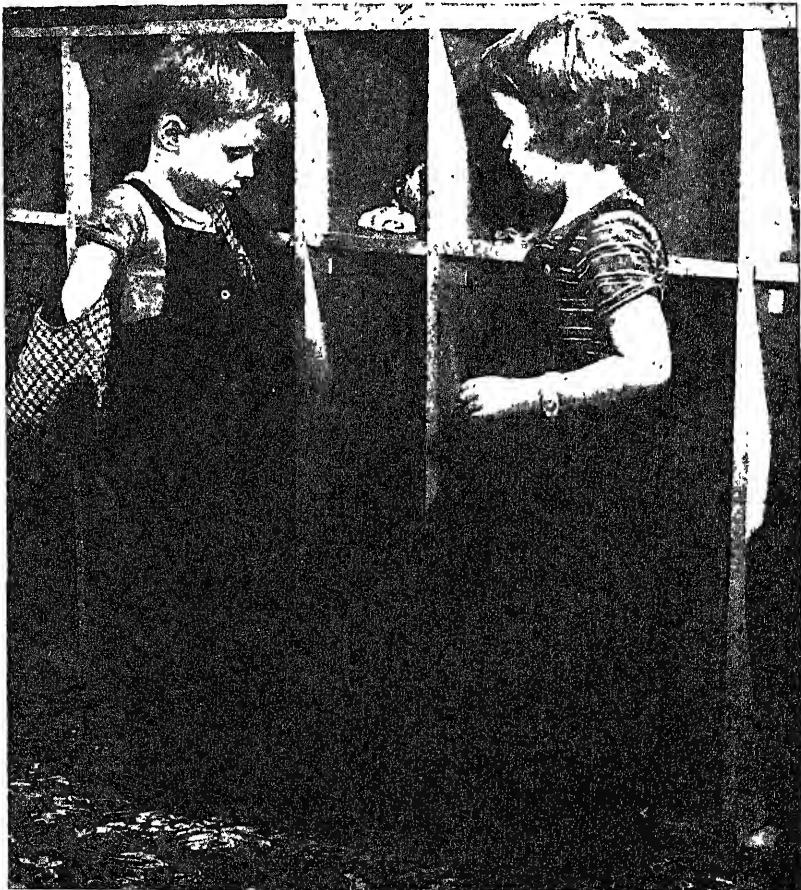
Responsibilities that are natural outgrowths of schoolroom situations are most effective. Measuring the softball diamond after the grounds have been graded and laying off the boundaries for a new outdoor basketball court give the arithmetic lesson a new importance. Caring for the room becomes more significant when the children discover that the janitor is ill and all are called upon to help.

Opportunities are not restricted to the classroom. In a school where the principal depends upon student help in the office, the students may become proficient in their duties and render great service to the school. Names of the office helpers and their periods of duty are posted. Different responsibilities are assigned thruout the day. A student chairman is in charge of the group, sets up the schedule, and sends a substitute if the regular helper is absent. Students who forget to report at the office at the appointed time or neglect their own class work forfeit the privilege of continuing office service. Occasionally a situation arises when the student is forced to rely upon his own judgment. Such an incident came up recently when the principal was out and an eighth-grade girl was on office duty. A small girl entered the office and asked permission to use the telephone. Annoyed at getting the wrong number and confused answers, the child angrily raised her voice at the unknown listener. The office girl quickly intervened. In her most pleasant tone, she offered explanations and apologies to the other end of the line, then broke the connection and got the correct number for the little girl.

Responsibilities for Leadership

One important opportunity for developing responsibilities lies in service on the traffic squad. This work is a service to the community as well as to the school. But providing safe conduct for the children is only one of the duties. The traffic squad stands ready to serve when-

ever help is needed: maintaining playground order, assuming definite stations during fire drill, protecting school property, and in general, promoting good school spirit. To gain one of the coveted positions is every boy's secret ambition. Once attained, he works earnestly to fulfil his obligations and hold his post. The position is a challenge to the best in the boy. Occasionally, qualities of marked leadership are uncovered. Such was the case of Walter, a tall, awkward country boy with no outstanding talents, except eagerness to do his best. He was given a traffic post as a challenge to overcome his shyness



Public schools, Glendale, California

Responsibilities that are natural outgrowths of schoolroom

and lack of confidence. The response was almost miraculous. Walter fairly blossomed out under the responsibilities of his office. His devotion to duty, friendly manner, big smile, and ready hand endeared him to teachers and pupils alike.

Perhaps the greatest test of student responsibility is the carrying on of a class without a teacher present. One school became particularly interested in such training and tried it out in all the grades. The children loved it and rose to the challenge of the responsibility placed upon them. They conducted opening exercises, checked roll, collected lunch money, and made out lunchroom reports. Occasionally the teachers made it a point to be absent when the morning bell rang, in order that the students might exercise this responsibility. Once, when an emergency arose, a class was left to its own resources for an hour until the substitute arrived. The class president took charge and opened a discussion of current events which was followed by a special report previously assigned. The responsibility placed upon the leader and each member of the class was so clearly understood that these children worked at their highest level of performance.

Opportunities for All

Opportunities for pupils to exercise significant responsibilities are not numerous, and should be rotated. It is well, also, to provide general duties that can be performed by the entire student body. In the cafeteria, each child can help by disposing of his paper napkin, straw, and milk bottle top as he leaves the table and placing the empty bottle in the rack as he starts up the stairs. He can make it a duty never to pass by a piece of paper on the school ground without stopping to carry it to the trash container. He can give information and assistance to a visitor in the halls. Above all, he must always remember that he is just one of many, with responsibilities to share, and that it is important for him to do his part.

Children love responsibility. They come to school with a feeling of importance and in a receptive mood for achievement and recognition. They must not be disappointed. Providing opportunities that will satisfy this urge and help children to discharge satisfactorily the responsibilities of living is a challenge no school can ignore.

Adventuring in Spiritual Development

By ELSIE E. GREEN

Principal, Whittier School, Washington, D.C.

THAT "the song is to the singer, and comes back most to him" is a well-known axiom. Certainly, as we live serenely in our large city school, we are eternally grateful for the constant evidence of pupil and teacher cooperation in efforts to make and keep our school a happy and beautiful place.

Organized for Service

Neat, dignified Boy Patrols hold weekly meetings with their teacher adviser to consider the character and standards of their service to their school; to plan for better assignments and replacements; and to organize occasional safety drives and talks to the younger children whose safety is their especial concern.

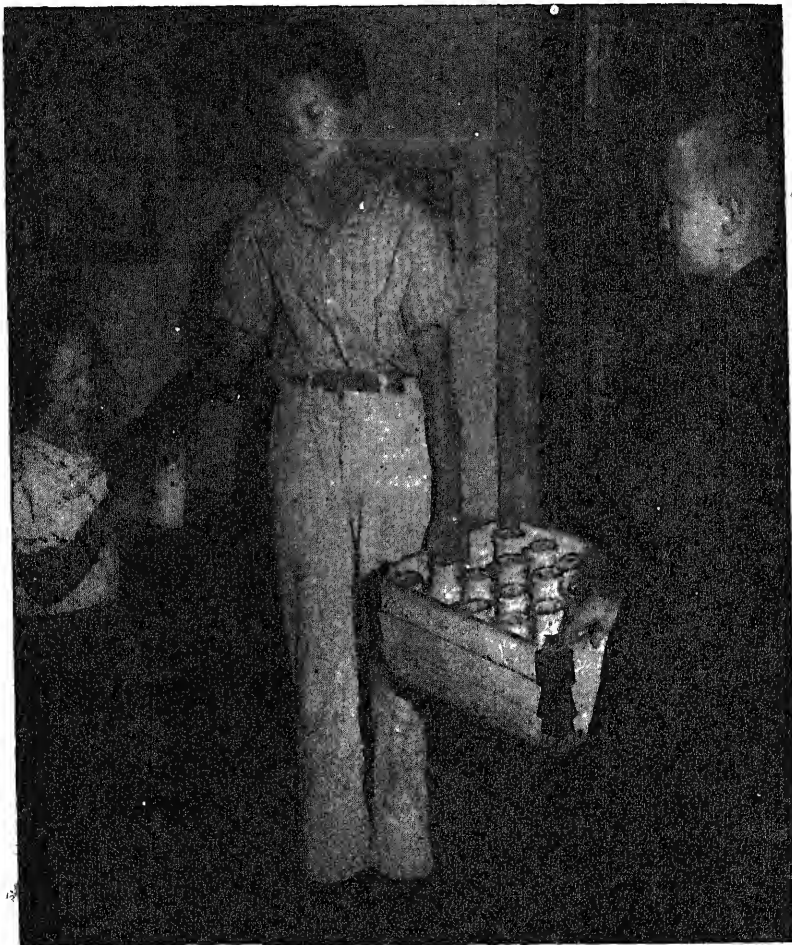
Upper-class girls, known as the Girl Aides, hold similar weekly meetings with their teacher guide to plan for service assignments in lunchrooms, corridors, playground, and lavatories, where they, too, assist in caring for the well-being of younger pupils.

Members of the Milk Service Corps recently were honored in assembly for their loyalty, dependability, and good manners in serving the milk for the midmorning lunch and later collecting the bottles. Their slogan, "We Deliver Health at Whittier," recognizes the large aim toward which their humble duties are directed. Their teacher sponsor was as proud as they were of the appreciation displayed by the students for the unglamorous service so well rendered.

It may be added that this midmorning lunch provides a pleasant social situation for developing good manners among our younger pupils, and that the little "grace" before eating represents growth toward desirable food attitudes.

The student council of the school, composed of one boy and one

girl from each class above the second grade, meets weekly with the principal to plan for improvements which can be made on the part of the pupils and to bring up problems that are interfering with the welfare of students. These meetings bring together many points of view from older and younger groups and from both sexes. The coun-



Public schools, Vallejo, California

Members of the Milk Service Corps recently were honored in assembly for their loyalty, dependability, and good manners in serving the milk for the midmorning lunch

cil is serious in its feeling of responsibility for school operation and standards.

This spring the fourth grades organized rotating inspection squads for constant surveillance of the cleanliness of building, walks, and grounds. Since these children had been the chief offenders, thru carelessness, we note a growing feeling of responsibility among them for good appearance of these areas.

Interrelationships of older and younger children in these building service groups have promoted better understanding among age levels, as well as a joyous cooperation in a program of responsible service to the school. Their constant critical evaluation of school appearance and procedures has made them alert to its needs and potentialities.

Within most classrooms, also, one discovers more or less formal "room service clubs," whose ever-changing officers and committees are charged with duties concerning class management of materials, use of time, and personnel problems. Their weekly meetings include discussions that are sometimes very frank. Woe to the roving-eyed cheater, the light-fingered lifter, or the petty prevaricator! Here in these smaller groups are determined the cultural patterns of proper behavior, and pupil opinion stands behind its own code of what is right and what is wrong.

Responsible Play

If Waterloo was won on the playing field of Eton, our organized play program should win some future victories of peace. Under a teacher director, children play happily on a well-laid-out playground, where there are many circles, courts, and other areas for games like softball, net ball, dodge ball, volleyball, hopscotch, jump rope, and shuffleboard. Not only physical prowess, but fair play, rotation of players, teamwork, and thoughtfulness are much encouraged.

Recently, a boy hit the ball, then threw the bat high behind him without looking, and began running to the other bases. The flying bat hit a spectator pupil and chipped a front tooth, bruising his mouth.

The whole group instantly stopped the game, gave first aid to the injured boy, and then publicly, one after the other, rebuked the boy who had caused the injury. "We have often tried to make you play carefully," they said to him, "and this time to make you remember, we are all going to give up the use of bats on this field for a whole week." They reported their voluntary penalty to the principal and kept their word. One seldom sees a more chastened child than the one against whom the group votes their displeasure. The injured boy, himself, felt called upon to express publicly his forgiveness.

Courtesy Counts

Emphasis on good manners has contributed greatly to desirable relationships. Early in the fall, our first floor bulletin board displayed a three-dimensional poster, depicting a "Good Manners Parade," wherein one child carried a banner inscribed "Excuse Me," another marcher had a placard with "Thank You," and others carried banners with familiar phrases of courtesy. This poster, planned and executed by an upper class, served as a long-time reminder that polite words and thoughtful behavior oiled the wheels of academic progress and group living.

An assembly program followed soon, when groups of children dramatized problems of etiquette and showed the "right way" to overcome them. So conscious did our children become of the requirements for good manners that the principal was not too surprised when a breathless fourth-grader one morning dashed into the office to say, "Look, here's my cousin Carmen visiting, and I'd like to introduce her to my class, but I've forgotten just how! Please tell me what to say!"

Along with the correct word usage, however, we have tried to make sure that the children understand that "politeness is to do and say the kindest thing in the kindest way," and that thoughtfulness of others is the real basis of good breeding and goodwill.

Helping To Carry the Load

Thru these room and building procedures, we have developed a wholesome esprit de corps and sturdy public opinion among the

members of our student body, which places first value on truthfulness, fair play, generosity, cooperative service, and thoughtfulness.

Feeling of responsibility for the school is high. Also, there is a sense of self-respect evident among the pupils, due to the fact that each child feels conscious that his special suggestion or service contribution is valued.

The principal was not at all surprised when she found on her desk recently the following note from a fifth-grade pupil:

Dear Miss Green:

I was extremely pleased when I visited another school to see their May Day. If possible, sometime, when you are not busy (if ever), I would like to see you and talk about it, and what I think would be lovely to do for our own May Day next year. Please call for me any time you are not busy.

Truly yours, *Anna Long*, Room 312

Building thru Books

Personal spiritual growth has ensued, also, from more esthetic experiences. Many of our teachers have realized the powerful influence of character-forming literature, and have used prose and poetry for developing understanding of varying emotions, moods, and personalities. From loan collections of library books, and from careful selection by the instructors themselves, the children have entered widely into reading programs that have provided for direct assimilation of high ideals and noble attitudes.

In their reading and discussions, they have come to know and understand many different personalities; they have had to evaluate opinions and types of conduct; they have become acquainted with a wide range of emotions which will open the way for better wisdom in dealing with other people, and in judging effects of other environments. Increased social sensitivity and knowledge of culturally approved patterns of behavior are byproducts of this vicarious experience. In their book hours, our teachers realize they have in their hands a tremendous potentiality for influencing the character, moral standards, and spiritual values of our children.

Not long ago, the principal arrived in a classroom where the Poetry Pleasure Club was about to take over. The real enjoyment which

these children showed as they shared poems from the New England poets about their rock-bound land was sincere, and a great step towards understanding of life in this area.

These same children later learned the spirit of the West from Arthur Guiterman's "Pioneer"¹ and "The Oregon Trail."² After all, do we not understand mostly from the heart, and is not the poet often the true leader to heart wisdom?

Other poetry groups in our classes have from time to time drawn the pupils into greater appreciation of loveliness in birds, flowers, or trees, and greater awareness of the grandeur of sea, stars, and mountains. We do well to make strong our defense against cheap and trashy publication and low-grade commercialized recreation. We try to fill our children's hearts so full of appreciation for the joys and beauties of the world that loss of material possessions may never disturb their peace of life on a high plane of abundant living.

Two dates are eagerly awaited by pupils and parents alike: the March story-telling program and the May poetry-sharing program. Two separate assemblies are held each time: one in the morning for primary classes; one in the afternoon for the upper school. The younger children tell such old favorites as "The Three Pigs," "The Ugly Duckling," or "Hans Who Made the Princess Laugh," and enjoy simple poems of William Blake, Rose Fyleman, and Walter De La Mare. The older pupils delight in adventures of Robin Hood, Arabian Nights, and legends of remote lands. Their taste in poetry ranges from Joyce Kilmer's "Trees" to Holmes's "Old Ironsides" and Read's "Sheridan's Ride." Participants on these programs are chosen by their classmates for adherence to class-made standards of excellence, embodying points such as selection, voice, enunciation, feeling, and poise.

Listening and Looking for Beauty

Several music lovers' clubs exist in our school. Thru listening to fine recorded music, and discussing its moods, its picture-painting, and its composition, many children have broadened their understand-

¹ Huffard, Grace T., and Carlisle, Laura M., compilers. *My Poetry Book*. Chicago: John C. Winston Co., 1934. p. 394.

² *Ibid.*, p. 392-94.

ing and appreciation of the music of other lands and times. One could wish that more of our teachers would be emboldened to explore this area of enjoyment for development of spiritual traits. Some doubtless feel that their own knowledge of technical music is too limited to adventure here. Perhaps a simply written handbook for lay discernment of emotions and moods in music might furnish direction for a beginning.

Garden tours are taken by all the classes in late May, when near-by gardens are at their peak of beauty. These walks about our community to visit beautiful gardens serve to set a standard in building our ideal of home. Beauty in color and line and schemes of planting are discussed. Home gardening has undoubtedly been encouraged by these tours.

Creative opportunities abound in all schoolwork. Some of the teachers are doing much thru painting, rhythms, square dancing, and encouragement of original writing to free the spirits of their pupils and to develop technics for self-expression. One may see an absorbed kindergarten child lying flat on the floor as she paints her concept of spring in the park, while her equally absorbed older sister furrows her brow in figuring out details for an original narrative of an exploring party in the Andes. Frontiers of mind and spirit are opening for each child.

Teaching Is the Key

All of these procedures are part of the daily routines of many schools. There is nothing here that is novel or unique. They are lifted out for consideration only because it is thru such specific outward forms that spiritual quality must function, be practiced, and finally be measured in its growth. It is in these daily activities and associations that the continuing observer can best evaluate spiritual literacy and maturity.

Back of the activities, however, lies the greatest factor in the process of spiritual development: the personality and enthusiasm of the teacher. He or she must lead the way in spiritual adventure. If his heart is warm with real understanding, if his mind is alert to every situation where spiritual values may be given prime importance, if his

eye and ear find beauty and wonder in commonplace things, if he possesses great spiritual wealth himself, then he can best reveal to his pupils the ideal in the world of reality. Each individual teacher holds in his hands to a great degree the fate of his pupils' spiritual outlook and development.

It is our good fortune at Whittier School that we are blessed with a large number of teachers who are thus gifted and alert to their opportunities. So it is that the days pass swiftly and happily. Kinship exists thruout the school. Altho reaching constantly into new areas of thought and performance we are also developing appreciation of certain stable spiritual values in living that seem to promote liberty under self-control and happiness thru service.

Every teacher has spiritual effect on his pupils in many ways. Pupils learn from him to value certain things and to disregard or reject others. He influences their personality, their outlook on life, their attitudes toward themselves and toward others, their disposition to build a world better for all, their ability to help in the building, their technics of doing so. . . . It is essential for teachers to think in these terms and to keep in mind that pupils are constantly learning for good or ill along all these lines. To ignore what is thus being learned will not prevent the learning. . . . The teacher has accordingly an obligation to examine his philosophy, to be aware that he does affect others, and to build for himself an examined, criticized, chosen set of values, rather than to act haphazardly and unconsciously.

—JOHN DEWEY SOCIETY, *Seventh Yearbook*

Creating a Friendly School

By FRANK H. LEWIS

Principal, Elm Street School, Frederick, Maryland

DURING the war years the Elm Street School enrolled pupils from many states, the children of men at a near-by military establishment. Parents were generous in their praise of the spirit of friendliness that existed in the school between the newcomers and the pupils native to the community, and likewise between teachers and pupils. They marveled at the ease and quickness with which their children became acclimated to their new school home.

The Elm Street School has only the sixth and seventh grades, with a total average enrolment of 620. The faculty and pupils, being aware of the large turnover of children each year, have set up procedures that help the pupils to know each other as quickly as possible, help them to learn their way around the school building, help to develop a sense of friendliness and brotherhood in their daily living in their school, and create rich experiences that lead to a fuller enjoyment of life.

Getting Acquainted

Every new pupil receives on his first day a school handbook. He first sees the word "Welcome" on the cover page of the handbook. Upon reading the principal's message the pupil gains a feeling that in this new school he is to be among friends who will be interested in him and altho he will miss the familiar faces of his former school and be a little confused by all the new people he will soon get acquainted. He is encouraged to explore his new school home and to begin to use the school to the best advantage so that he will feel he has a definite responsibility in helping to make the school a better, happier place in which to live.

Further examination of the school handbook will disclose the school code which was cooperatively written several years ago by teachers and pupils as a guide for the pupils' actions and growth in

school living. Included in the handbook is information about procedures in opening school in the morning, the lunch hour, school bus routines, the care of the building, school attendance, and the observance of fire drills.

Altho the school has been in existence only six years, traditions have begun to grow. The handbook contains a description of these customs. Discussion during regular classes of some of the traditions and other information contained in the handbook acquaints the pupils with the history of the school; with the design and symbolism of the gold, white, and green colors of the school flag; with the numerous organizations and clubs of the school; with the school store known as the "Co-Op"; with the part played by the school in World War II; and with special days observed during the year.

To help the pupils to become quickly acquainted with the school plant the teachers conduct their pupils on a complete tour of the building on the opening day of school. They refer to the information printed in the handbook and to a printed floor plan of the building. Soon the newness and the strangeness of the school disappear. The children begin to feel at home in Elm Street School.

Traditional Observances

Annually on Armistice Day the student body assembles around a fireplace on the school campus that was built under the sponsorship of a class of a few years ago. On this occasion, planned by the student council, a representative from each section places in the fire a shingle, upon which has been written all the names of the pupils in the section. The ceremony includes the singing of the school song and brief remarks that stress the hope that as the names of the Elm Street pupils mingle in smoke and are carried away by the four winds, so too, the spirit of friendship exemplified by them would help spread friendship thruout the world. Appropriately the school fireplace is called "Friendship Hearth" and is the center of interest for individual class picnic lunches in the spring and fall.

The big event of the school year has been the celebration of May Day. Originally the theme for the day was the "Good Neighbors

of the Western Hemisphere," but as world events made the pupils more world-minded the theme expanded into the "Good Neighbors of the United Nations." This event, also sponsored by the student council, promotes a fine relationship among all the classes. Each home-room section represents some nation of the world, allotted to it by a drawing made in a council meeting. An intensive study is made of this nation. On May Day each class carries the flag of its nation and wears its own original design symbolical of its nation in a colorful procession around the school's campus to a tree-shaded lawn where glee club selections of music of the nations, folk dances, and the twining of the Maypole give pleasure to all. Guests include the parents and the fifth-grade pupils of the city schools who expect to enter Elm Street School in the fall.

The remainder of the day is spent in all-school Olympics. The classes had become familiar with the history of the Olympic games and their purposes. The pupils enter wholeheartedly in the various games and track and field events. A splendid spirit of good sportsmanship is shown by the pupils. Each class anxiously awaits the totaling of the points won to determine which of the nations has won the school Olympics.

Developing a Spirit of Brotherhood

An additional activity undertaken by the school to broaden the scope of the pupils' sense of fellow feeling is a program in observance of Brotherhood Week. The school has used literature distributed by The American Brotherhood.¹ One year an inspiring pageant, *Our American Heritage*,² was obtained from that source and adapted to the school's use by the inclusion of a portion of the *Ballad for Americans*³ as a musical setting for the program.

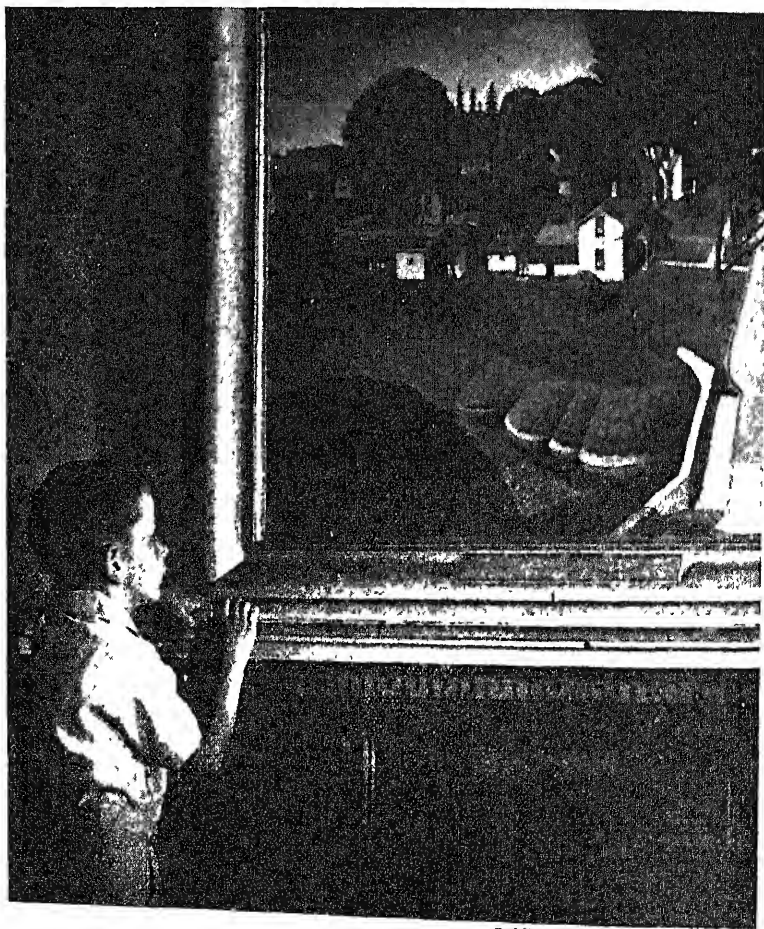
The ideals of brotherhood and recognition of the worthy contributions by various racial, national, and religious groups to our

¹ The American Brotherhood, National Conference of Christians and Jews, Inc., 381 Fourth Avenue, New York 16, New York.

² Available gratis from The American Brotherhood; 4 pages.

³ *Ballad for Americans*. Recorded by Paul Robeson, American People's Chorus, and Victor Symphony Orchestra. Album P-20, No 26416-26517. Radio Corporation of America, Victor Division.

<i>Artist</i>	<i>Subject</i>
American	
George Bingham—1811-1879	Raftsmen
Winslow Homer—1836-1910	Breezing Up
John Singer Sargent—1856-1925	Boats at Anchor
George Bellows—1882-1925	Sand Cart
Grant Wood—1892-1942	Stone City
	Spring Landscape



Public schools, Des Moines, Iowa

Inspiration is gained from living with works of recognized artists.

<i>Artist</i>	<i>Subject</i>
Dutch	
Vincent Van Gogh—1853-1890	Public Gardens in Arles
Flemish	
Pieter Breughel—1528-1569	Summer
French	
Hilaire Degas—1834-1917	Dancers in Green
Paul Cézanne—1839-1906	Village Panorama
	Chestnut Trees
Claude Monet—1840-1926	The Red Boats
Auguste Renoir—1841-1919	Two Sisters
German	
Max Pechstein—1881-	Harvest
Mexican	
José Clemente Orozco—1883-	Zapatistas
Diego Rivera—1886-	Flower Vendor
	Lily Vendor

Not only thru inspiration gained from living with works of recognized artists, but thru the satisfaction of creative experiences in art and music is the inner spiritual nature of the pupil reached.

Counseling for Growth

Surrounded by an inspirational environment, and participating and sharing in traditional school experiences, the pupils also have ample opportunities to discuss mutual problems with the teachers. The program of the school is flexible enough for teachers and children to have free access to each other. There are many instances of constructive confidences and sympathetic guidance that give the pupils a fine sense of satisfying living in a modern school.

Clearing the School Atmosphere for Spiritual Release

By LAURA M. MAY

Principal, Giddings School, Cleveland, Ohio

CULTIVATING spiritual values—lifting a child's thought to a higher plane, making him more sociable, more helpful, more receptive to good—is brought about in fairly simple ways. Several first-grade teachers saw a kindergarten demonstration of the teaching of arithmetical concepts. When they discussed the demonstration with the principal, one of the teachers remarked that the teacher offering the lesson hadn't done a thing which they all didn't do regularly—bouncing of balls, counting pupils, and getting supplies for a group. The difference was that this teacher had filled each operation with meaning designed to enlarge and clarify the number concepts of the children, while the teachers who had observed did them for exercise, or to facilitate progress and order. Thus it is, that the promotion of spiritual values is attained by giving right meanings and increased or adjusted values to many procedures necessary in the elementary school. Vision, wisdom, patience, and industry are necessary but the activity may be a familiar one.

Releasing Tension in a "Well-Disciplined" School

A few years ago, a principal was assigned to a school of 750 Negro children, many of whom were of low economic background. A first survey of the school revealed that altho conditions were excellent in many respects, the philosophy of control was at variance with hers. The children were deadly quiet, moving sullenly, in long single lines which they called chain gang. The slightest accidental push or touch might at once resolve itself into a fight.

Not wishing to move too abruptly, the principal studied the situation watching for an opportunity to ease tension and to develop a more harmonious atmosphere. The upper elementary classes wasted

much time passing from one departmental room to another. Here was the desired opportunity.

An assembly of all departmental classes was called. The problem of waste of time was presented. The children computed the time lost per day, month, and year. They were shocked to find that they were losing a month out of the year. When asked, they quickly presented three causes: (a) slowness of some teachers to release their classes; (b) slowness of some children to get into line in the rooms; and (c) the waiting caused by the crossing of the long lines in the hall.

Causes (a) and (b) were discussed with the result that a committee of representatives from departmental classes was formed. This committee worked seriously and well, mapping routes, laying down certain regulations for safety, practicing to see that the regulations were practicable, and finally checking the time of passing and recording improvement.

The opinion of the committee that brought the teachers to their feet was that lines in the room were a silly waste of time. Most pupils were anxious to get to the next room on time. They should move out as individuals while the teachers concerned themselves with the slow pupils. The teachers, believing disaster to be imminent, could hardly realize that so drastic a change could be made easily.

After the new procedure had been explained, the committee requested a practice by the entire group in order to correct any misunderstandings. In two or three days the movement was smooth, quick, and orderly.

All of this could have been brought about by decree of the principal. Perhaps an outsider would have detected no difference in results. But to one sensitive to the spiritual growth and development of children, there was a noticeable change in atmosphere. Tension gradually dropped away. Sullen faces cleared. A light, quick step supplanted the chain-gang shuffle. Pride and self-respect were evident in the bearing of pupils. After all, had they not participated in the discussion of the problem, and in planning its solution? Were they not all co-operating to bring about a much desired result?

One inspiring program consisted of slides entitled, "The Grand Canyon of the Colorado,"³ shown while a recording from the "Grand Canyon Suite," by Ferde Grofé,⁴ was played.

Assemblies at Sing Time

Once a month, at sing time, an open school council meeting is held. This meeting is conducted like other council meetings except that fewer committees report and one committee is responsible for a short program. Each semester every 6A child has been asked to state what he considers the two finest things about the school, and two things which could be improved. Out of these statements the suggestion came that such an open council meeting would increase interest in the work of the council and cooperation with it.

A morning assembly is a common procedure and may be boring, hilarious, or uplifting. Getting ready for a paper collection, for example, may not seem an inspiring topic for an assembly. Paper collection is not inspiring unless the activity is packed with meaning, unless the children have seen food, ammunition, and repair parts wrapped in protective papers; unless they realize that in some schools there is not one piece of paper. With this understanding, they were not just collecting paper but backing their men in battlefields, and later they were helping unfortunate children.

One outstanding experience, rich in esthetic and emotional values, came at sing time one November. A Thanksgiving program was being planned; an assembly of the entire school would make it more effective. Since the school auditorium could seat only half the pupils, their idea presented a problem. Finally the answer came: "Why not go to church like the Pilgrims?" This idea made a strong appeal for many of the children attended "store front" churches which failed to evoke the spirit of reverence.

Two blocks down the street stood an old stone church of some appeal. The fine wood of the interior finish, the stained glass, the organ, and spaciousness combined beauty and dignity. This church

³ From the Division of Visual Education, Cleveland Public Schools, Cleveland, Ohio.

⁴ "On the Trail" (from *Grand Canyon Suite* by Ferde Grofé). Recorded by Paul Whiteman and his Concert Orchestra, Victor, 36095.

had changed hands several times so that it was not strongly associated with any one denomination. Parent permissions were obtained and arrangements made. The school guard gladly gave the afternoon. The safety committee planned to take good care of the little folks.

The afternoon before Thanksgiving found the entire school walking to church thru falling snow like Pilgrims. The music teacher and the choir had preceded the Pilgrim procession which entered the church to the stately music of "God of Our Fathers."

The simple program was by the children entirely—the Hundredth Psalm by a classroom verse choir, the story of the Pilgrims and the first Thanksgiving by a group then studying that period of history, reminders of things for which to be grateful by a group of the youngest children, Handel's "Largo" by the choir, the usual Thanksgiving contribution to the Old Folks' Home in the neighborhood, and two or three Thanksgiving hymns.

The children walking still as Pilgrims went quietly back to school. The pastor of the church and a number of parents, who had come for the program, expressed wonder that the children had entered so wholeheartedly into the spirit of the service, and joy that they had had the opportunity of such an experience. As the pastor remarked, there was no way of measuring the good wrought there. Something had been built into those lives which like any beautiful or inspiring experience could be called upon as needed to reinforce, and raise human lives to a higher plane.

The goal in all this work is better community living. Perhaps the degree of success which has come by working thru simple means at hand, has come because procedure has rested upon these principles:

1. Each individual is a part of a whole and as such should participate in group legislation and planning.
2. Each individual, no matter how poor or how slow, merits respect and recognition for whatever he contributes to the general welfare.
3. Active service to a group not only aids the group but definitely makes for individual growth in citizenship.
4. All children, even the very slow, will develop more rapidly both in scholarship and the cultivation of real life values, in an atmosphere of friendliness, freedom, and joyous activity.

Four Statements on Spiritual Values

By GERTRUDE E. McKEON

Principal, North School, Glencoe, Illinois

IN TRYING to analyze the spirit existing among staff, parents, and children in our Glencoe schools, a statement by Liebman comes to mind:

. . . I refer to the humble virtue of simple kindness . . . Next to bread, this is the food all mortals most hunger for . . . The jeweled pivot on which our lives must turn is the deep realization that every person we meet in the course of a day is a dignified, essential human soul . . .¹

That is the essence of the attitude which prevails in these schools. Of course, we do not all meet this ideal every hour of every day. But we know that there exists a relatedness with others that gives purpose and satisfaction to everyday activities.

This article cites a few examples of ways in which this relatedness has been achieved. In preparing such a statement one begins to realize that all the things that give our work significance and real meaning are indeed those based on the intangible factors we call "spiritual values." These are things that must be lived to be understood fully; words seem poor portrayals of warm and friendly personalities.

Spiritual Values as Evidenced in Children

One way to discover the kind of rapport existing between children and teachers is to observe, not their classroom relationship, but their casual meetings at other times. Is the child confident, alert, and pleased at the encounter or is he ill at ease, indifferent, or bored? Is the teacher giving full attention, and does he seem personally interested in the child, or is he absorbed in his own problems?

¹Liebman, Joshua Loth, *Peace of Mind*. New York: Simon and Schuster, 1946. p. 67, 70.

Children soon realize that schools are concerned with many things in addition to their academic achievement. Thru personal conferences, class meetings, and parent-teacher contacts, the child, the home, and the school plan ways and means to provide the best possible climate of growth—physical, mental, and spiritual. Children sense the interest and concern felt by the teachers and, thru the way



Public schools, Denver, Colorado

Each child is encouraged and praised in the areas that will bring him success and status.

they assume responsibilities for the good of the whole, give evidence they too are passing on that same interest in others.

Each child is encouraged and praised in the areas that will bring him success and status; he is given help and guidance where his needs seem greatest. Even very young children soon acquire a feeling of confidence and belief in themselves that gradually widens to include an interest and belief in their associates. In group discussions, children often point with pride to a classmate's achievement—particularly if growth and effort are obvious. This atmosphere contributes to a child's feeling of being at home in his world—a world of friendly, warmhearted adults and interested children.

Teachers and children have many opportunities to play as well as work together. Thru these contacts, attitudes and ideals are acquired, habits and values are formed. Always the individual realizes that anything that happens to him personally is important to his school friends—both teachers and pupils.

Group discussions are a daily experience from kindergarten thru the last years in school. Thru them the pupil gains insight and respect for personalities in addition to an ever growing sense of values that will be his thruout life.

Spiritual Values as Evidenced in Teachers

Educators have long recognized the need of every child to achieve status in his own group. Too often they have failed to recognize that adults also must be given opportunities to acquire status if they are to maintain the kinds of personalities that we would like to see reflected in the children with whom they come in contact.

In our schools provisions have been made for this need thru a wide variety of activities, involving many kinds of relationships.

Inservice programs offer opportunities for leadership to many individuals. Thru group meetings, chairmen and committee members come to recognize and respect one another's interests and abilities. Working, planning, and sharing together build up natural, friendly attitudes. Responsibilities are rotated so that eventually everyone has had an opportunity to assume the various necessary tasks.

Faculty meetings often are followed by lively, original parties sponsored by different groups within the system. While the parties themselves are good fun and excellent "mixers," their greatest value lies in the creative and cooperative activities that go into them beforehand. Teachers, principals, and superintendent all help—no effort is too great and no task is too menial. The result is a closely knit group of people, united by a common purpose to achieve a satisfying end.

Daily bulletins to the staff about school affairs also contain personal notices of illnesses, new babies, engagements, and other news items. They become almost "family letters" at times and the readers are as interested and concerned in all that affects the lives of their fellow workers as members of any family would be.

In these, and countless other ways, staff members acquire status within their own group. For each of us the need for recognition is satisfied in natural, friendly contacts with associates who do not find it difficult to grant prestige to others when they too are receiving it.

"United We Stand"

A common purpose and a definite goal have served to unite the staff of our schools to such an extent that one soon recognizes the existence of these factors in the very atmosphere itself. It is true that for one who is not in accord with the underlying philosophy there is little opportunity to achieve personal satisfaction or happiness. There is little place for the prima donna or the individual who seeks only self-recognition. Wide latitude is open to individuals in their interpretation and practice of the basic principles, but fundamentally there must be and is—great accord. There is a sincere belief in the general philosophy of education, as practiced in these schools, and a willingness to cooperate with one another to such an extent that long hours, extra work, and many meetings seem well worthwhile. There is an eagerness and enthusiasm about the various school activities that gives a lift to everything being done.

Toward Inner Stability

BY A. MAREA OTHMER

Principal, Garfield School, Muscatine, Iowa

CHILDHOOD has many fears and few stable things to hold on to with a feeling of security. The worst sorrows in life are not its losses and misfortunes, but its fears. To decrease fear and to increase stability is thus an end to attain in helping children grow toward maturity. To assure to all children sympathetic understanding from associates and most surely from teachers, to enable them to be free to act and to speak without repression, because the lessons of consideration for others and honesty with self have been learned—these are essential duties.

The accomplishment will be in little things mostly unplanned and often unexpected, as when Tommy, from the kindergarten, says to the principal, "You won't forget to give Michael his stamps you said you'd bring," knowing he would be answered with kindness and not with resentment as tho he interfered in matters not his own. When Shirley Mae from the first grade told us her mother was up "practically all night" with little James who, she said, had a temperature of "twelve below," it was taken in good faith, as she intended; nor was she corrected for mixing human temperature with the weather. Again, when Peggy remarked to a substitute teacher, "You have very good ideas, Miss K.," no one thought her impertinent for expressing her appreciation as a little child may.

Casting Out Fear

So often children coming to a new room are fidgety with fright, but fears can be overcome when the newcomer is met by the teacher or another child, and presented to others in the room with, "We have a new pupil in our room. We want you to meet her and if any of you have known her before, won't you come to meet her again to help her feel at home?" Several children accompany her—or him as the case may be—to the cloak room and the new child soon returns with shyness gone, friendliness established, and a feeling of security and

well-being all unconsciously attained. He has been treated with kindness and has learned ways of being kind to others.

Recently a letter came from a mother whose fifth-grade Richard had had a fight with a neighbor boy and "went into hysterics" when returning to school was even mentioned. The letter ended with "What can I do?" The boys responsible for the incident were called to the office and the matter discussed frankly and openly. The boys decided where the blame lay. Their remedy, not punishment, was for the larger boy who had urged the little fellows to fight, and Jimmie, the other fighter, to go to Richard's home to "talk it over" with him and apologize if it seemed best. Richard's special friend was sent later to call for him to come to the afternoon session. When Richard came to the playroom that afternoon, Jimmie asked if he might play with Richard's team. Trivial things, to be sure, but big enough to give Jimmie a warm feeling inside and to help Richard over an awkward place; and highly important in the process of securing the desired peace within.

Liberation Leads to Self-Mastery

Serenity is a universal need. Serenity can be likened to an unfailing well, fed by the unseen springs of a liberated human spirit; not to a placid cistern, whose level is maintained only by filling from without. Much of teaching is in this realm of helping a child to discover his own best self and to accept the guidance of his best insights.

It was early in March when the children in the second-grade room were startled by a "flash of red, brighter than fire" darting by the windows and soon "Cheer, cheer" sounded from the throat of a beautiful cardinal in a near-by maple. He was easily discovered in the bare tree. The children must draw him. The interest was high and the likenesses quite good, but it was not enough. "Our cardinal" appeared again and again and one day the littlest girl said:

He's a bright red cardinal
High up in a tree.

These two lines remained alone all the morning, but the afternoon session had hardly begun when another child added:

He was singing a song
So merry was he.

And now they were really on the way to a poem about the cardinal adding two more stanzas:

He was dressed all in red
From his top to his toe,
On his head was a crest
That stood stiff like a bow.

He swung on a branch
In a tall maple tree,
And twittered and chirped
And whistled with glee

This all came easily and naturally to those children for all the year they had "made poems." However, this one seemed so precious to them that when the suggestion was given that they might sing about their cardinal, a melody was soon forthcoming. For a chorus they listened to the cardinal's calls, deciding that he sang, "Birdie, birdie, what cheer, what cheer, cheer, cheer." Thus a song was created and a foundation for spiritual growth and stability begun, thru the guidance of a wise teacher who is not afraid to allow the little ones freedom to express their innermost thoughts.

Serenity of spirit may not be accomplished except thru internal conquest and must be attained by each individual for himself. Experiences must be called forth to increase individual responsibility; the influence of outward circumstances must be brought to bear upon inner decisions. When Alice calmly admitted to an act at school and then went home to her mother "much distraught" to tell her she had had no part in the matter, it became necessary to demonstrate to the little girl, and to her mother, that stories must agree. Since proof in the person of Jane, who already had begun the habit of truthfulness and who was involved with Alice, was at hand, it was expedient to take both girls to the mother to give Alice the experience of objective reality and a sense of rightness with regard to truth, but even more to advance her on the road to becoming a woman of her word, and

most important of all to secure to her the knowledge of integrity within, of peace with herself.

In a football game on the playground, a boy swore at another on the team. Their captain, a classmate, said, "That will be all for today. Take the ball in." It was all The boys knew and respected



Public schools, Fort Wayne, Indiana

A song is created and a foundation for spiritual growth and stability is built.

the fact that such language would not be tolerated nor was it used again tho nothing at all was said about swearing. The joy in this incident lay in the fact of the captain's own victory over himself. A lad with a hot temper had so learned to govern himself as to have power to influence his team in making the right choice. Not infrequently had we seen that temper flare ready to explode when with the words, "Hang on, John," from the teacher he would grin and down the desire to tear things to pieces.

The custom has grown of bringing found articles—*all* found arti-

cles including money—to the school office where the loser may describe and claim them. If unclaimed, they are returned to the finder who may make what disposition he chooses of them. This respect for the property of others leads to strange circumstances at times. A lady living several blocks from the school telephoned to the principal that she had planted grass seed between the walk and the curb but the grass had no chance to grow because the children continued walking over it. Could we help her? We promised to try and presented the matter in an assembly from the standpoint of helping to make our community a nicer place in which to live. In the discussion a boy said, "We are really stealing when we walk over such places" When asked to explain he said, "Well, the seed sticks to our shoes and we carry it away, don't we?" Nor was he laughed "out of court," for ridicule is taboo. Several weeks had passed when the lady telephoned again saying, "My grass is growing beautifully. Please thank the children for me."

It is not difficult to guide a child into the understanding and reasonableness of doing right in the first instance. The difficulty lies in keeping him willing to bring his own inner resources to bear upon the problem of his own conduct, to develop a stability to carry on. This is a slow process and fraught with many pitfalls that will often tax the ingenuity of teachers to the utmost. The spirit indeed is willing but lapses do occur. The teacher will do well to recall her own inhibitions and, if possible, avoid them for her pupils. Then too she must bear in mind the fact that spiritual growth may not be measured by physical standards but is manifested in attitudes and ideals that are very real and apparent in individual conduct and response to outward circumstances.

It is necessary for the happiness of man that he be mentally faithful to himself.

—THOMAS PAINE, *The Age of Reason*

Responsibility as a Means of Growth

By CLARENCE J. ROBERTS

*Principal, Elementary School
No 108, Baltimore, Maryland*

FIVE youthful figures, five spirited voices, and five faces alight with mixed emotions descended on the principal's office. All talked at once until reminded that the good American citizen takes turns in speaking before a group. The five girls were from the sixth grade. Each of the first four related her version of the difficulty that had arisen among them. One said that rather than let the quarrel develop into a street fight, they wanted to talk it over with their principal to see who was right. An inspiration led the principal to say that he was not in a position to act as a judge, since they were sixth-graders and since they knew much more about the particular situation than the principal could know at that time; that he did, however, have a plan which they could use if they were sincerely trying to realize the goals which their studies in the democratic way of life had revealed.

They were reminded of the school's motto, "To learn well in order to live better," then the principal and the girls discussed the question of what was needed in order to make learning and wisdom count. It was agreed that the greatest common element was understanding; that understanding was each one's responsibility to the other; that understanding could not come unless each heard how the other person concerned felt about the facts in the case. The principal was reminded that that was why the group had come to his office.

His next step was to point out that a fifth member of the class had come along and had said little. Could she not act as their conference leader? Would she not accept this responsibility to give each person a chance "to talk out" her views on the difficulty? Would she help them to reach the goal of understanding? All agreed to this plan. They retired to the library.

After forty-five minutes of discussion, these five 6A pupils returned with the following ideas: (a) that they had decided to re-

main friends, (b) that it was much better to talk things over in a peaceful manner, and (c) that they desired to form a schoolwide "Friendship Club." Within twenty-four hours these pupils had recruited ninety boys and girls as members, thus, thru a highly emotional experience, the spirit of friendship had been liberated on the road toward good citizenship.

The group selected as their adviser one of the most popular teachers. Spirits of adviser and pupils matched beautifully. The subsequent energizing activities of the club would scarcely have borne the fruits of goodwill and spiritual lift had not this adviser shared her own contagious enthusiasm for this group with other members of the staff.

The faculty's attention was attracted to the "about face" in spirit on the part of these five girls. Teachers who wanted to initiate a new approach to improved conduct, better routine, or some schoolwide project, did not hesitate to utilize the leavening inspiration residual in the membership of the Friendship Club.

A Club That Serves

From the Friendship Club has come interested leadership for the stimulation of other school activities. Dependable pupils from this group were selected to promote the safety program of this school. Others assisted in the USO activities for the neighborhood Christmas party. Some joined the school chorus. Some of the group sang to cheer an invalid neighbor. When the Junior Red Cross called for help in preparing packages for the soldiers, this group responded, and was largely responsible for much of the work done. When the building was recently painted, a "Clean School Campaign" was conducted by the Friendship Club with the idea of maintaining its attractive appearance. One of the most antisocial, overaged boys joined the group and said that he would be responsible for the care of the school aquarium.

The Friendship Club sponsored a program explaining some of the features of the United Nations Charter. At a parent-teacher association meeting, the club sponsored an original play based on the idea

that appreciation in the home could promote friendly relations among its members. This group also assisted in the pageant given in honor of the retiring superintendent of schools.

The sale of milk and crackers by pupils who were under the leadership of the members of this club afforded unusual opportunities for promoting citizenship. Some were responsible for receiving the milk; others for sanitary conditions at the place of sale; still others for washing and preparing bottles to be returned; and in general for the accounting.

A number of parents would have missed the opportunity of attending the parent-education classes had it not been for the members of this club who accepted the responsibility for the care of small children during the period of the weekly lessons.

Among the members of this group were those counted as play leaders on the playground. "Fair play" and "Take your turn" were the mottoes for this term.

Thus there was clear evidence that acceptance of responsibility leads to doing things together for the good of the school as a whole. Acceptance of responsibility emerged as a hub of development toward maturity in citizenship.

How Individual Teachers Help Children To Accept Responsibility

[The following items illustrate the use of the responsibility technique by one teacher in changing spiritually indifferent attitudes in a rather difficult class:

[1. Building a "proud feeling" for a neatly kept room and an aim to keep it that way.

2. Permitting pupils to take over certain duties often performed by the teacher, such as devotionals, physical-education demonstration, and checking of duties performed by fellow pupils.

Encouraging the pupils as they suggest and take part in activities can be used for profitable use of leisure time.

Developing in pupils the idea of all working together as all men interdependent on each other. Examples are team games in physical action, and giving aid in difficult tasks.

Utilizing the exchange of ideas and experiences.

6. Having pupils take explicit responsibility for materials and supplies that are given in loan for use.

7. Presenting social studies material with the goal of teaching the ways of living in a democratic form of government.



Public schools, Schenectady, New York

Pupils develop the idea of all working together.

8. Keeping in contact with the home so as to have parents aware of goals, aims, and principles of activities in the school.

9. Asking and securing the consent of parents in plans and activities of the school.

Other teachers have employed a variety of ethical, esthetic, and emotional experiences to develop responsibility. In entertaining another class there is a literal "rush" for the better behavior patterns. Etiquette sources are consulted for the "when, where, and why."

There is pride in knowing the "how." The afterglow of each little job done well in the child group is a turn in the wheel of well-rounded citizenship.

Various presentations of the beautiful, of achievement, of contacts with pleasing personalities help a child to "look up." Through esthetic experiences with flowers, pictures, music, and displays comes the freeing of one's capacity for dependable enjoyment of leisure time. In sharing such experiences as excursions, museum trips, and assemblies, an esthetic competency develops which enables the child to enjoy not only his own achievements but those of his contemporaries, and also to feel an appreciation of the praiseworthy achievements of those before his own time.

Such experiences are fraught with emotional growth as the daily practice of proper attitudes in pupil-home, pupil-family, and pupil-pupil relationships raises new sights on better living in family and school.

Evaluation of Results

Some form of evaluation, even for such an intangible as spiritual liberation, is necessary to estimate our efforts in leading growth toward citizenship. The following have helped as "direction finders":

1. Is the responsibility such that it does not tax the pupil beyond his capacity?
2. Is there proper understanding on the part of the pupil of his part in the job to be done?
3. Is the spirit of the "Golden Rule" sensed by the pupil?
4. Is there being developed a desire to carry one's own load?
5. Is the pupil measuring up to the best within him?

*There is no trade or employment but the young man following it
may become a hero.*

—WALT WHITMAN, *Song of Myself*

Developing Spiritual Values

By WAYNE T. SNYDER

*Principal, Jefferson and Meservey
Schools, Kansas City, Missouri*

IT TOOK a little persuasion and perseverance on the part of parents to help a ten-year-old child to sit thru a complete radio broadcast of *The Messiah*, but this experience proved so helpful to the child that it became a definite part of her very being and in all probability will have lasting value thruout her life. This experience and certain related incidents that followed illustrate the development of spiritual values.

Some three weeks following the Sunday afternoon when the little girl had listened with her family to *The Messiah*, the entire nation was shocked and grieved by the death of President Roosevelt. Everyone will recall that in the days following April 13, 1945, the radio utilized the best musical talent in the country to express condolence and stability to a grief-stricken people.

On one of these programs a beautiful soprano voice from a great city church choir sang "He Shall Feed His Flock," from *The Messiah*. The child mentioned above sat and listened to this number with keen interest and apparent deep feeling. After it was over she looked up with misty eyes and said, "It was so beautiful, and I have heard it some place before." Months passed and the same child was thrilled and inspired when she, together with scores of other children in her school chorus, learned to sing, "He Shall Feed His Flock."

One of the teachers in the school who knew of this child's experience related it in a dramatic and meaningful way to the children in the chorus. The hearing of this story and the beauty of the song itself as they sang it, furnished for these children a great spiritual uplift. Pupils in this school are learning that fine music, whether it be vocal or instrumental, effects change in them by stirring the innermost recesses of their beings. The result is spiritual exaltation now, to say nothing of the satisfaction and security that will accrue from these experiences in the future.

Growing Up Spiritually

Spiritual values are latent at every turn in school experience, if the adult leaders are sensitive to the possibilities that arise.

As a means of making conversation with a small group of the older boys who stopped by the office one day for an informal visit, the principal inquired about their birthdays and ages. One fellow, with a twinkle in his eyes, said that he was actually twelve years old, but in a rather triumphant and cunning tone of voice explained that when he went to the movies or rode on the streetcars he was only eleven. This statement provoked further conversation on the subject of honesty, and it was agreed to discuss this point with the boys and girls in the classes from which the group came.

The conclusions were that this society in which we live recognizes boys and girls at age twelve as nearly grown-up young people by virtue of the fact that they are expected to pay full fare for transportation and admission to places of entertainment, and that other costs of living for them were equal, or nearly so at least, to that of adults. Therefore, it is time—at age twelve—for the individual to put aside childish ways and to strive to advance, step by step, toward adulthood. In addition to trying to drive home the point of honesty in all of its ramifications, the concept of “growing up” took on fuller and broader meaning. To reach maturity one cannot depend upon knowledge alone. One must go even beyond kindness, on to brotherly love and true consideration and respect one for the other, regardless of race, creed, or color. Anything short of this is a mark of infancy rather than maturity according to the standards of democracy, and according to most religions.

After this general understanding was reached and accepted by all the pupils and teachers concerned at this age level, the teachers were wise in creating situations that captured the imaginations of the pupils to the extent that real progress toward maturity resulted.

Exercises in Mature Thinking

The president of the school council, a very capable fifth-grade girl, approached the teacher sponsor for suggestions of problems

that might well be discussed at the next regular council meeting which was to be held, in this case, a day or so before Thanksgiving Day. "What are some of the things that the pupils in this school are thankful for?" asked the teacher. Other children were brought into the discussion. The pupils expressed themselves as really being thankful for a multitude of things. Chief among these things for which they expressed thanks were their homes and families, food, shelter, clothing, school, teachers, church, friends, country, and nature.

And so at the council meeting the idea was developed that if they, the pupils, were really thankful they would give something in return, such as service and kindness and consideration one for the other. They were helped to understand that the more kindness and love one showers upon others the more happiness he has left for himself. They were further challenged to realize that actual practice of this kind of living would be satisfying and compensating. Some of the pupils in the school were deeply influenced by what were to them significant spiritual values.

One sixth-grade class read everything available to them about the Middle Ages and consequently improved their reading ability and developed better reading skills and study habits. They learned some historical facts, and in doing so, desirable habits were formed. Six boys built a miniature medieval castle. They talked and planned and built and rebuilt the castle and each had an opportunity to express himself in it. They experienced conflicts and compromises with each other, but they started a job and saw its completion, and they enjoyed the satisfaction of success in a cooperative way.

Another group on the same project worked together in studying about and making costumes of the period. Still another group created and presented a play centered around knighthood. In that play beautiful poetry was spoken, sweet voices harmonized in song, and rhythmic dancing was enjoyed by all. It was so well done that all who participated felt the joy of success. The familiar "tools of learning" were used skilfully and in addition there were phases of the project that touched the depths of feeling. Thru art, music, dramatics,

and literature, in all their ramifications, the children could sense such contrasted emotions as sharing and selfishness, depression and elation, disappointment and success, and tragedy as well as comedy. In such ways children are provided experiences that establish spiritual values to help them cope with the emergencies of life.

Knowledge That Is of Most Worth

Wise and skilful teachers will find opportunities every day to provide creative experiences for pupils in the way of spiritual values. Teachers must realize, however, that teaching to develop spiritual values, high ideals, and proper habits is not separate and apart from teaching for acquisition and retention of subjectmatter. They must understand that the mastery of the fundamental skills and knowledges is important but that skills may be misused, unless in achieving such mastery the children have also acquired attitudes that reveal a spirit of cooperation, sympathy in the presence of suffering, indignation in the presence of injustice, and happiness in home and school activities. Academic knowledge will be barren in itself unless the children also learn curiosity about the natural world about them and become appreciative of their rich inheritance of beauty in art, literature, and music.

The teachers must realize that they have taught well when their children demonstrate self-control, show great concern about the general welfare of the group, grow in ability to overcome their prejudices, become skilled in collecting and weighing evidence, manifest willingness and ability to work together for a common end, and express fairness and understanding when conflicts arise.

Nothing makes the soul so pure as the endeavor to create something perfect.

—MICHAEL ANGELO

Building from Within

By KATHERINE G. STAINS

*Professor of Education, Lesley
College, Cambridge, Massachusetts*

SPIRITUAL values must come from and grow within the individual. They vary according to the age level and maturity of the individual, according to what he is able to accept and use, and according to the people, things, and experiences in his environment.

In schools where spiritual values are pre-eminent, the quality of the teaching staff is of first concern. The teachers must be people who have experienced inner growth and who are alert to recognize it in the people they teach. This naturally results in respect for the individual personality and a real concern about its development.

The child develops spiritual values and strengthens his own resources as he is guided in the carrying of responsibilities for group projects. These responsibilities must always be adjusted to the strength and maturity of the individual child. Also, the school must provide a climate that is healthy for the growth of spiritual values. Serenity and dignity are essentials.

Carrying Responsibilities

Because the individual is such a precious creature, great stress is placed on democratic procedures among all age levels. Children can work on committees, assume responsibilities, and actually "run their school" provided that they are not given responsibilities too great for their level of maturity. There must be guidance step by step to help them rise in their ability to accept and use their responsibilities.

A careful study has been made in this school¹ of responsibilities especially suitable for each age level from nursery school to the sixth grade. Children do not become members of committees until they are ready and special guidance is given in the democratic

¹ The writer was formerly head of the Lower School, Friends' Central School, Overbrook, Pennsylvania

selection of the chairman of each committee. There is a "Dining Room Committee," a "Fix Up Club," a "Lavatory Committee," a "Sled Committee," an "Assembly Committee," and a "Meeting for Worship Committee." Memberships on the committees and the chairmanships are rotated in order to give each individual a variety of experiences, but only after enough satisfactory performance has been experienced. Among other reasons, this is done to avoid confusion and to give a feeling of security and stability to the individual. When an individual is not ready for committee work, he is exposed to other responsibilities.

This year, an individual from each class (Grades II to VI) was elected by the group to represent it in choosing titles for the lower-school magazine and newspaper. Each individual recognized the importance of his duty to those whom he represented. It was an amazing experience to see how eager and conscientious these children were in selecting appropriate titles that would please the children whom they represented. After hours of deliberation, after returning to their respective groups several times to obtain another vote on titles, they narrowed each choice down to two, and after also securing votes of all the adults in their school environment (faculty, secretaries, maids, cooks, and janitors), they were eventually satisfied that their selections were satisfactory. "Swaying Pines" was finally chosen as title for the lower-school magazine and "Guess What" for the lower-school newspaper.

Class representation of Grades II thru VI was used for various other activities thruout the year. It was especially successful in the collecting of canned goods, clothing, and soap for the American Friends Service Committee. The class representatives actually took these things to the collection center and reported back to their groups on their experiences of seeing the items wrapped and baled to be shipped abroad.

Of course, individual responsibilities, besides those aforementioned, must be recognized. The very young child can understand responsibilities toward himself (clothing, playthings, and food) before he is ready for group participation.

The teacher who knows each individual child must conscientiously and consistently plan for these responsibilities. She must see that the laws of learning govern procedures. She must plan for and follow up the growth process. She must be sure the child feels the results in order to recognize the attainment of any spiritual values. The entire process must be a democratic one, with the needs of the individual always kept in mind, with "accent on the positive," with the recognition of the "little bit of God in every man," and with unification of the contributions of all.

School Atmosphere

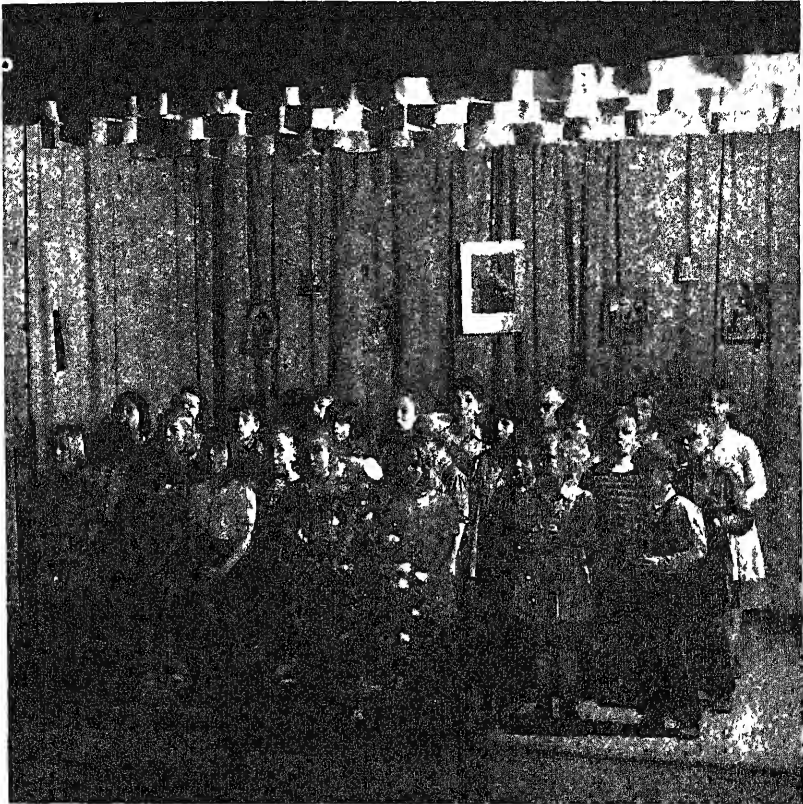
The development of spiritual values is acquired not only thru the child's environment which is composed of people, things, and experiences but also by the school atmosphere which is recognized as of utmost importance. To be conducive to the development of spiritual values the school environment must include a dignified serenity; a definite simplicity; an absolute sincerity in thought, word, and act, a freedom in thinking; and a consideration for others in thought and action.

One way in which this school has tried to acquire a dignified serenity is by cutting down on activities that involve hectic, confusing rehearsals and that provide for overstimulation thru meeting in large groups. Our Christmas program, this year, was amazingly simple and resulted in the attainment of quiet, peaceful, serene souls among faculty and children. What an accomplishment for a Christmas program!

We have also provided quiet times thruout the day. Children learn to appreciate the value of being "at peace with your soul" and some learn the value of meditation and mental house clearing which is necessary for all in order to attain a dignified serenity.

One way in which we have attempted to acquire a definite simplicity is by keeping all hallways, lobbies, offices, and classrooms practically bare but inspiring. One good painting is worth more than a thousand of the typical pictures hung in most schools. Exhibits of children's work have also been toned down. Nothing should have

a "cluttered up" look. Planning of space and area with careful selection and arrangement of things to be used will help in the solution of this problem. How can minds, dispositions, and personalities remain calm and peaceful in a physical environment chock-full of abundant confusion and disorder?



Public schools, Vanport City, Oregon

Our simple Christmas program resulted in the attainment of quiet, peaceful, serene souls among faculty and children.

In order to acquire the qualities which go to make up this atmosphere already described, it must be remembered that the people, things, and experiences, which are part of the school, must also have these qualities. As a modern writer once said, "The attributes

of a Great Lady lie in the rule of the four S's: serenity, simplicity, sincerity, sympathy."² Perhaps these might be called the attributes of a great school or the attributes of a great individual.

Stronger Individuals the Aim

There is still much research and experimentation needed in the area of developing moral fiber in children. The individual must develop the ability to do things not at all interesting, to do them well, to discover a way in which he can make such things interesting for himself, to enjoy doing them eventually, to overcome all obstacles in accomplishing a worthwhile task whether it is appealing or not, to hunt for more challenging and difficult tasks of his own accord—all these should be our immediate concerns. While we need to maintain the development of spiritual values as we now recognize them, we also need to realize the attainment of those which seem to be lacking. All procedures, whether seemingly good or not, should be constantly evaluated. A definite procedure should be given time and opportunity to prove itself good or bad. A constant shift in procedures, ideas, and goals means confusion. We need a continuing investigation of our aims and a feeling of stability in progress toward spiritual values.

² Attributed to Emily Post.

Our lives make a moral tradition for our individual selves, as the life of mankind at large makes a moral tradition for the race; and to have once acted greatly, seems a reason why we should always be noble.

—GEORGE ELIOT, *Romola*

Chapter III

GROUP EXPERIENCES CONTRIBUTE TO SPIRITUAL VALUES

ON THE playground, in school assemblies, in the duties and responsibilities of school clubs and daily school activities, children are guided toward the attainment of spiritual values. Not the device itself but what happens inside the child while sharing the experience is important for spiritual values.

The eleven articles making up this chapter have in common the reporting of a specific activity or program. With one exception each article deals with a single school. The lunch period is transformed from confusion to a happy social experience. A community recreation program brings new opportunities for cooperation and volunteer service. Group singing is a time of joyful participation for little children. Rural children, in an urban setting, gain a new sense of security. A Mexican folkway is transformed into a school Christmas pageant that brings status to an unrecognized group. Working together on a frieze unites a divided class. Well-directed play helps a school to progress from fighting to having fun together. Homework has helped to release creative imagination. A school council is helping a group of children toward self-directed activity. An article on faculty morale recognizes the importance of spiritual values for teachers as well as for pupils. The last article deals with an undertaking in the realm of moral and spiritual values in the school curriculum of a great city.



Public schools, Topeka, Kansas

Not the device itself but what happens inside the child while sharing the experience is important for spiritual values.

Friendliness in the Lunch Period

By HAZEL M. BURLEY

Principal, Wanakah School, Hamburg, New York

ALL art is for the purpose of lifting man's spirit. We enter a great Gothic cathedral. The eye follows the height of the great columns up to where they meet in the apex of the pointed arch. Something within us responds to this lifting of the eye.¹

In such a setting one feels his spirit climbing upward—the very thing the architect has sought to accomplish. With a motive similar to that of the architect our school makes use of the effects of atmosphere, arrangement, and attendant circumstance to solve the problem of the lunch program.

Thank you for the world so sweet;
Thank you for the food we eat;
Thank you for the birds that sing;
Thank you, God, for everything!

The sound of voices singing this prayer is wafted thru the halls. The primary grades are standing in their places in the cafeteria at the beginning of their lunch time with bowed heads. What has already happened during the lunch period? What will happen as the meal continues?

A Planned Procedure

About ten minutes before the period begins a host and hostess from each room appear in the school kitchen. They take napkins and spread one at each place on the group of tables for their room. The tables have been arranged previously in open-square formation with the teacher's place in the middle of the side opposite the opening. Plants or flowers have been provided by various rooms as decoration. After

¹ Curtiss, Marie J. "A Basic View of Music Appreciation." *Educational Music Magazine*, January-February 1946 p. 20.

the napkins have been placed, milk and sandwiches are distributed according to a room list.

By the time the task of setting the tables has been completed, the tread of approaching feet can be heard. Quickly and quietly each room finds its place, and then comes the blessing. Immediately after everyone is seated, the hosts, hostesses, and adult helpers from the kitchen serve the one hot dish. If anyone wishes anything, a host or hostess is notified and the need is met. No one leaves his place until the end of the meal. Before the "guests" leave, the hosts and hostesses clear the tables, and each child collects the papers from his own lunch in his napkin, ready to be thrown in the container at the door as he goes out.

Serenity the Aim

This procedure is simple but there are some basic ideas incorporated in it which we believe are the key to the successful solution of a problem facing many schools today.

After several years of trying out various ideas, our faculty got down to some sound thinking. It occurred to us that atmosphere was fundamental to the situation. Mealtime in the home or in a first-class restaurant is characterized by attractive arrangement of tables, an orderliness of movement, and good manners.

In our former setup the tables were placed in two long rows. They were bare. It was easy to bang a lunch box down and perhaps slide it along the length of the table. The children took their seats as fast as they found them. Teachers sat at a separate table or at one of the several tables for pupils of their own classes, which were not grouped as a unit. The children moved about at will, and the noise, in spite of many admonitions, rose at times to unbearable heights.

Less Confusion, More Sociability

School mealtime should be a happy and sociable time. It should provide relaxation from the more or less formal classroom. For us this has been achieved. The keynote is struck when the blessing is said in unison or sung. From that point on anyone may observe orderly,



Public schools, York, Pennsylvania

School mealtime should be a happy and sociable time.

happy groups presided over by teachers who are relaxing and enjoying the situation too. In short there is a new spirit in the lunch period, when children laugh, talk freely, and eat in a friendly and pleasant atmosphere.

Group Activities

Bring Spiritual Values

By CHARLES E. BUTLER

Principal, Irving School, Oak Park, Illinois

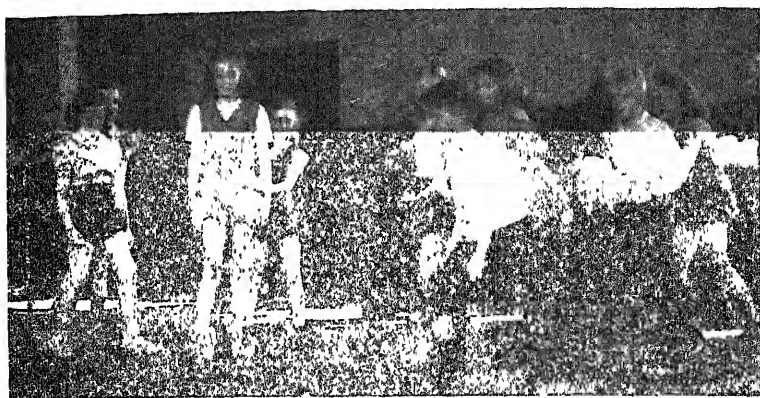
WHEN the children of the Irving School thru a questionnaire stated that school life was boring, that they wished they could be more interested in school, that they wished the teachers understood them better, and that they wished they could talk over things that were of real importance to them with their parents more often, the idea of the Irving community program was born.

Pupils further stated that they believed the solution to their problems, both personal and social, could be found in granting them a share in the planning of programs, providing new pupil activities, and in brightening up the curriculum. In other words, the school must become an active training ground for democracy. Young people must be given an opportunity to cultivate democratic feelings and attitudes and habits of cooperation not only with each other but with teachers and parents also.

The parent-teacher association came into the picture to provide the common enterprises where pupils, teachers, and parents learned to live, work, and play together harmoniously for the common good. Gradually the scouting program for boys and girls was extended to include six troops all sponsored by the PTA with volunteer leadership from the parents. All meetings were held in the school building. Finally, a room was dedicated to the scouts as their very own. Their positive programs of pledges, laws, and service gave the members a sense of belonging, of sharing, and of companionship so essential to spiritual growth.

A long waiting list of applicants for scouting and leisure-time activities prompted the PTA to underwrite a night of recreation for seventh- and eighth-graders in the neighborhood. Friday evening was the night selected, sessions to be held in the school building. A steering committee of pupils from the Junior Civic League and adults from

the PTA had the courage and insight to start with a couple of checkerboards and two volleyballs. The first night saw an attendance of sixty-five, but before the school year closed 320 members were enrolled. No dues are charged; no pupils are barred. The enrolment comes from eleven different schools—public, private, and parochial. Instructors are provided by the board of education, volunteer helpers come from the PTA, while all the committees—reception, refreshments, program, equipment, chair, clean-up, ways and means, and



Public schools, Fort Wayne, Indiana

That which makes the eye bright, the heart light, and the body graceful, has spiritual value.

service—are made up entirely of volunteer pupils. The children themselves suggested the recreational activities which now include volleyball, basketball, large group games, tumbling, ping-pong, shuffleboard, pocket billiards, miniature bowling, and checkers. In addition, arts and crafts, community singing, and dancing are enjoyed.

Here at the Irving Recreation Center, young people find companionship and share their belongings and their talents in many happy social experiences. They learn the joy of recognition and feel the security of acting a part among their equals while acquiring the social graces and social adjustments essential to wholesome self-appraisal and self-discipline. A parent's evaluation was, "That which makes the eye bright, the heart light, and the body graceful, surely can do no wrong."

"Sweet Freedom's Song"

By ERLING FROSTAD

Principal, Hi Mount Boulevard School, Milwaukee, Wisconsin

"LET's all stand, boys and girls, and face the flag."

The leader goes on, "The pledge of allegiance to our flag is given today in honor of George Washington, first President of the United States and the Father of his country."

Uniting in the salute to the flag, the 280 children, five to eight years old, respond to the opening of community-sing time. This event at eleven-thirty on Friday mornings is a half-hour of song and group living, attuned to the time of year and current activities of the school. Spiritual values abound. Children are sent homeward singing a new song, with happy thoughts of another successful school week.

"We will now sing about our country. 'My country 'tis of thee,' we sing. The name of the song is 'America'."

Everybody Knows the Words

The director lines out the songs, saying the words of each line before the group sings. No one has to remain silent because he does not know the words. As the last note is held and the volume slowly diminishes, the opening words of the next song in praise of our country are spoken. The piano starts the melody:

Many lands are fine;
I love this land of mine.
Mountains wearing robes of blue
Seem to say, "I'm trusting you."
Many lands are fine;
I love this land of mine.¹

Nothing else in the week's program allows this young group to tell the listening world how much they love their country. This song expresses this thought beautifully. Even the five-year-olds understand these glowing words of the second verse:

¹ Glenn, Mabelle and others, compilers. *Tuning Up*. Boston: Ginn and Co., 1936. "My Country," p. 160-61

Many lands are fine;
I love this land of mine.
Singing forests, rolling seas,
Seem to say "Be strong like me."
Many lands are fine;
I love this land of mine.

Off to a good start, the weekly community-singing period rolls on its way. Little faces are smiling, eyes are bright, enjoyment is evident. Anticipation has been shown on the playground on Thursday, when children say, "Tomorrow we sing."

The Song Is Suited to the Season or the Occasion

Going on with the program, we now sing about the signs of spring. The piano leads the way and the director starts the words:

Hoo! hoo! hoo! hoo! Blow, wind, as you go!
You may bring the rain or bring the soft, white snow.²

Soft voices begin. The beauty of nature is praised by the words of this song; or it may be the joy of seeing the first robin in the spring:

Robin, robin, sing to me!
High up in the apple tree,
You have birdies, one, two, three,
Robin, robin, sing to me!³

The kindergarten children are invited to sing. The others become appreciative listeners while the sweet faint voices of the very youngest sing about the robin.

The melody is so catching it is easy to swing into a chorus with "loo," then "laa," or softly humming. The cares of the day are forgotten, the harsh words of a playmate are forgiven, and the world looks bright to all.

With the return of the robins, the pussy willows appear. On a tour in a neighboring park how much will be added to the child's experience if, while bending over and touching a pussy willow, the child can sing:

² Glenn, Mabelle and others, compilers. *Listen and Sing*. Boston: Ginn and Co., 1936. "Wind Song," p. 15.

³ Crowninshield, Ethel. *Songs and Rhymes for Little Ones*. Springfield, Mass.: Milton Bradley Co., 1931. "Robin," p. 14.



Public schools, Freeport, New York

Boys and girls can learn the loftiness and depth in music thru creating it themselves.

In the early days of spring
 Pussy willow, pussy willow,
 When the birds begin to sing
 Pussy willow, we find you.

And you wear a velvet gown
 Pussy willow, pussy willow,
 That is soft as eider down
 Pussy willow, we love you.⁴

⁴ Baker, Clara Belle, and Kohlsaat, Caroline *Songs for the Little Child*. New York: Abingdon Press, 1938. "Pussy Willow," p. 26.

The thrill of circus day may be heightened by singing the following:

We are going to the circus
Can't you see the big parade.
We will buy some roasted peanuts
And drink pink lemonade.

Great big elephants
Marching two by two,
And some funny little monkeys
That somehow resemble you.⁵

Songs from other countries speak a friendly language. All singers think kindly about Russia while singing the Russian lullaby:

Sleep my beauty, close to mother,
Hush my baby do.
To your cradle comes a moonbeam
Darling just for you.⁶

During war years school children were urged to save, buy war stamps, and help to win the war. To help little minds encompass this thought there was a pause for the report of the Student Council Savings Committee. Each room was called in turn to report on the week's savings total. Before this report they sang:

Little children, little children,
Look up in the sky.
See the airplanes, hear the airplanes,
Flying swiftly by.
Little children, little children,
Buy your stamps today,
That's the way to help your country
Win the war today.⁷

Today we sing of peace time activities in which the children share.

The director now calls for all the birthday boys and girls for this week. Johnny, Jean, and Mary come to the front. A child's birthday is important. He feels important while being introduced, "This is

⁵ Words adapted to melody of "Oh! Susanna."

⁶ Gordon, Dorothy *Around the World in Song*. New York: E. P. Dutton and Co., 1933. "Russian Lullaby," p. 70-71.

⁷ Frenkel, Inge "Victory Song" *New Songs for Schools at War*. Published by the Education Section, War Finance Division, Treasury Department in cooperation with the Music Educators National Conference of the National Education Association, Washington, D.C. Superintendent of Documents Government Printing Office, 1943 p. 6.

Johnny." The group responds with the familiar "Happy Birthday" song.

In response to the tribute, Johnny smiles and says politely, "Thank you, boys and girls." The birthday child may sing in reply:

I thank you, I do; I thank you, I do.

I thank you, dear classmates, I thank you, I do.

Special greetings are given to new pupils. Coming to a big strange building is a hard experience for young children. All newcomers are taken the first day on a tour of the building by the Student Council Tour Committee. At community-sing time of the first week they are introduced to their classmates. A few welcoming words by the principal, giving name, former school, present grade, and room make the new student feel at home. The group as hosts feel a responsibility for making strangers feel comfortable.

There is always time for an action song. This type of song adds gayety to the program and is something to teach at home to younger brothers and sisters, or even to mother and father. The children recognize the tune of today's song and get ready to act the parts:

This old man, he played one,
He played nick nack on my thumb;
Nick nack paddy whack, give a dog a bone,
This old man came rolling home.

This old man, he played two,
He played nick nack on my shoe, . . .^a

and on the song goes, up to the number ten.

Closing as we began, we turn to a song in praise and appreciation of our country. Our sign-off song is "God Bless America, Land That I Love." All children are standing, singing a glowing tribute to the best country on earth, and asking the blessing of God.

As the bell rings for lunch and the classes leave, the children are still singing down the corridors, happy in the thought of cooperation expressed in song.

^a Gould S. Baring, and Sharp, Cecil J *English Folk-Songs for Schools*, London J Curwen and Sons (24 Berners Street, W) "This Old Man," p 94-95.

We Brought the Farm to School

By DAN H. GILSON

Principal, Highland School, Oakland, California

DURING the fall of 1941, the Horace Mann School experienced a marked increase in transiency. Most of the children on the move were from small towns or farms in other states. Few had any feeling of belonging here; most of them were terribly homesick. Our problem was threefold:

1. To have each child and family that moved in realize that the school was theirs and that they were part of the community
2. To have the old guard of native sons accept the new children and recognize their value to us
3. To provide an instructional program for every child.

How To Make the Outlanders Feel at Home?

What could we do? Increase our library? Ask new mothers to come to parent-teachers association? (Most of them were working and could not come.) Make our school and classrooms more attractive? Create a homelike atmosphere at school? Many of the newcomers' homes were trailers or tourist cabins.

We did increase the number of good books in the school libraries. The public library sent us several hundred books for two months at a time. We selected well-illustrated books that should have been loved by rural children. But many of our recent arrivals were poor readers; some did not read at all. We started a class in remedial reading and brought many of the poor readers up from two to four years in their reading ages.

We added linoleum rugs to several rooms and the teachers fairly moved their living rooms into their classes. A child care center was started for the children of working mothers—housing, feeding, and entertaining them from six to six, with four or five hours of school thrown in for good measure. Two playground directors were em-

ployed for after school and on Saturdays. We tried in many ways to give these children some touch of home life.

Still the newcomers stood on the outside looking in. Mothers who worked on the swing shift and could get to the school activities came in and accused us of not teaching anything, complained of their children being called "Okies" or "Arkies," and refused to believe that we were even accepting their children, much less trying to absorb them.

In years gone by, trips to the county farm were possible each year, for the classes that were studying farm life. During these tours of poultry sheds, dairy and horse barns, and pigpens, the children from rural communities had found many opportunities to explain (even to teachers) the reasons for various processes in the care of the farm animals. These trips had been the means of giving the rural children a sense of status in the group and of arousing their interest and self-respect. No excursions to the farm were now possible because of war-time rulings on transportation, but the idea was there. Fortunately, the faculty was anxious and willing to try anything—so the fun began.

Animal Adventures

Every animal that could be secured for any length of time was either rented or borrowed. In order of their first appearance from 1942 thru 1945, came a black and white cocker spaniel and five puppies, a ten-day-old calf, a setting hen, a cow and three-day-old calf, a mare, a two-month-old pig, a mare to be shod by a blacksmith, an orphan colt, a mare and colt, a duck, a 357-pound hog (named Horace, in honor of the school!), a 32-pound turkey gobbler and his smaller sister, a nanny goat and her triplet kids, and a black-faced lamb. Many of the animals made return visits.

We always had a few rabbits, dogs, kittens, white rats, and guinea pigs brought in by children. Once we had a mother opossum with two babies. So the animal adventure was not entirely new.

We never had more than one animal at a time—that is more than one kind of animal. It or they would be brought to school for some particular class that was studying the farm, foods, or transportation. That class, in turn, acted as caretaker and guardian and invited all of the other classes to see their guest.

Horses and Cows

Fortunately, there is a vacant lot directly across the street from the school. Large animals could always be tied there.

The blacksmiths that shod the horses were quite doubtful at first of the educational value of their work, but after each had come once, he never had to be coaxed again. One of the men formerly did the



Public schools, Oakland, California

The cow came to the school many times.

horseshoeing for the local street, fire and police departments. The blacksmiths were generous with their time and talk, answering many questions as they worked.

Each class got to see one shoe removed, the hoof trimmed, the new shoe heated red hot, then fitted to the mare's hoof, cooled, and nailed on. Then the hoof was smoothed and the job complete. A keen observer could tell at a glance which child was familiar with the odor of burning hoof.

After the mare, Gypsy, was shod, she gave the nursery, kindergarten, and first-grade children a ride—two at a time. The doubling up served two purposes. It saved time and helped the little ones to

be brave. Some especially lonesome out-of-stater always served as the hostler and did he (or she) swell with pride at being the authority on correct horsemanship!

A big moment came when the hostler was asked to ride. The children always begged, "Now you ride, please ride." By the time all of the babies had been jogged about the yard, Gypsy was ready to stretch out. She loved to run, reined perfectly, started galloping from the first jump, and stopped instantly at command. Anyone who had ever ridden a ranch-horse would love her. The boys and girls who rode her at school "unattended" received a lift that could hardly have been gained in any other fashion.

The cow and her successive calves came many times. If the milking demonstration had been planned for Tuesday at nine, and all of the primary children had come at that time, old Bessie was milked—rain or shine. On three occasions in one semester, because of rain, she received top billing in the school auditorium. At each demonstration, several eight- to twelve-year-old children who needed help and recognition did some milking, too. They had been carefully selected ahead of time, tho they did not know it.

Once, after the cow was milked at school, her milk was kept there, the cream allowed to rise and butter was churned from it. The clabber was drained and made into cottage cheese. Another time, the milk and cream were used to make ice cream which was frozen in the classroom. The ice was put into a barley sack and broken to bits by using the flat side of an axe "just like my big brother did back home." The three main "crankers" were allowed to scrape the dasher and eat the cream from it.

Horace the Comedian Hog

Horace's pen was easily arranged by backing the horse trailer, in which he rode, between an open gate and the corner of the yard—thus giving him shade and straw to lie in, and at the same time affording children ample opportunity to see him and reach thru the fence to scratch his back with sticks. The fence had steel pickets spaced about six inches apart.

Horace's most fascinating trick was his ability to straighten out his

curled-up tail whenever his back was scratched. Next came his trick of tossing his trough several feet into the air when he had eaten all that he wanted.

House Guests

All the animals except the horses, cow, and Horace had a pen in the school basement. The gratings that go over the basement windows made an excellent fence and the long sheet-metal basin used for the sandtable served as floor protection. This inside pen was easily constructed and easily cleaned. The fact that all of the animals were very gentle made the problem of corrals an easy one.

The nanny goat and her triplets were the only animals that were penned up inside the classroom. She liked to butt, so we tied her to a closet doorknob and let her little kids out in the room once each hour. The other classes were asked to come to see the kids' antics. The old Hippodrome Circuit never put on more shows on a one-day-and-night stand than did those baby goats. They did fancy juggling with paper boxes and even stood three deep on a large orange box just like the tigers in the circus.

"It Made the Children Laugh and Play"

The black-faced lamb, Pat, was the prize. He looked more like a Walt Disney cartoon than the real thing. Pat began his educational career at the age of three weeks, nursing eight times a day from a bottle, with ecstatic tail gyrations that were the joy of all beholders.

He became county famous, having appeared at various service clubs, at twenty-one schools, and at the Alameda County courthouse. He proved definitely that the crossword-puzzle makers are correct in stating that a lamb says "Maaah" and not "Baaah."

His caretakers were many and varied. Each child wanted to be his nursemaid overnight. His homes were garages, dog houses, basements, bedrooms, chicken houses, barns, school halls, and kindergartens. Few mothers shared their offsprings' enthusiasm, but Pat always managed to find a place to sleep.

The setting hens stayed the longest and were the least care—yet their accomplishments were the most miraculous. The lower-grade

children made calendars and marked off the days until hatching time. Twenty-one days is a long time for six- or seven-year olders to wait. Yet, the time did pass. The hen would sit tight for the first few days, then come off to eat, drink, cackle, and scratch for a few minutes each day.



Public schools, Des Moines, Iowa

Children received pure joy from contacts with the animals.

The eggs were set on the same day that the local hatchery filled its incubators, the reason being that dogs sometimes got into the building and upset old Biddie so that she either left or broke her eggs. The hatchery owner made it possible to slip more eggs under the hen so that she hatched out in the established time.

Finally, with the aid of one or two older farm children and the principal, each child in the "sponsoring" class got to hear a little chick peeping in its shell before even a tiny speck of hole was visible.

From then on, the stages of working thru the shell and drying out caused many "oh's" and "ah's." Nothing can match the effect upon human beings that is caused by a hatching chick or a newborn animal.

The chicks remained for several weeks in their hall pen. Their feeding and care remained the responsibility of the sponsoring class, but the whole school visited them often.

The turkeys came ten days before Thanksgiving. Their feathers were dark bronze, showing every possible color in the sunlight. The hen crept about the pen as tho she were apologizing for being there, but the gobbler had a different mien. He strutted, gobbled, and scraped until his fame was spread over the community. The little knob over his beak would be the size of a stub pencil one minute and hanging down six inches the next. His wattles would change color from green to blue to fiery red in just a few seconds.

The art work that resulted from the turkeys—from the kindergarten thru Grade VI—was really wonderful. In fact, all of the animals and fowls gave inspiration for many expressions of art and dramatics. The pigs might have horns, the chickens too many toes—or none, and the cow no tail, but the children producing the pictures were proud of them and happy. So were their families.

Was It Worthwhile?

The pure joy that all children, most teachers, many parents, and neighbors received from the contacts with the animals was evidence of spiritual enrichment. In making an attempt to find some common denominator for newcomers and old-timers, the whole school was helped. Art, composition, music, oral English, dramatics, science, and even reading became pleasant experiences and not just subjects.

Problems of discipline were materially lessened. Children did not "panic" easily. They were flexible and willing to cooperate in large groups, both in the auditorium and in the school yard. Parents wrote nice little notes of appreciation or sent fun-poking cartoons from the current magazines.

No tests were given to prove a thing. One need not test the spirit for spiritual growth. It is evidenced by children's happiness and their consideration for others.

Las Posadas

By WILDA C. METTE and ALTA B. WHITE

Principal, and Teacher of Eighth Grade, Russell Elementary School, Hayward, California

THE school district of the Russell School is divided by a railroad track. On the east side are lovely homes, orchards, and signs of long settlement and sturdy Scandinavian ancestry. On the other side of the tracks, in the marshland and near the Oakland garbage dumps in an unrestricted building area live field workers, Negroes, a few Caucasians, and a goodly number of gypsies. A survey found between 80 and 85 percent of the school enrolment to be Mexican Americans.

Altho so greatly in the majority, the Mexicans still felt themselves in many ways to be outsiders and their needs were given special thought by the faculty. A student of Mexican folklore had told the faculty the interesting story of Las Posadas (The Inns), a colorful nine-day Mexican Christmas celebration.¹ It begins December 16 and continues nightly until Christmas Eve. This story of the search for lodging by Mary and Joseph was brought to Mexico about 400 years ago by the Franciscan padres. Time and custom have changed the observance which is now held in the home instead of the church.

Nine families participate in each celebration. They gather each evening at a different home, singing the Litany, carrying lighted candles in procession, and going from door to door around the patio, singing the folk songs begging for lodging for Mary, Joseph, and the pilgrims. Each time they are turned away. On the last day the meeting is held in the largest and most pretentious of the nine homes. The procession ends with the head of the house welcoming them in and thus having the honor of presenting the nativity scene. A joyous celebration follows—dancing, eating, and holiday games.

Including in the gayety is the customary breaking of the Piñata,

¹ This celebration is described in the following references:
Peck, Anne M. *Young Mexico*. New York: Robert M. McBride and Co., 1934, p. 5-9.
Sechrist, Elizabeth H. *Christmas Everywhere*. Revised and enlarged edition. Philadelphia: Macrae-Smith Co., 1936, p. 28-38.
Tercero, José. "Christmas in Mexico." *Bulletin of the Pan American Union* 65: 1232-36, December 1931.

a clay vessel, gaily decorated with ribbons and streamers. It is filled with candies, small toys, and cakes wrapped in bright-colored papers and hung by a rope and a pulley in the center of the patio. It may be raised and lowered quickly. A large circle is drawn on the pavement where the children gather around. One at a time boys are blindfolded, given a stick and three chances to break the Piñata. Much laughter and fun precede the breaking and the scramble for goodies that ensues.

A New Kind of Christmas Program

This Mexican Christmas celebration seemed to be a natural observance for the school. The teachers studied it, generally agreed upon it, recognizing that some questions would arise because it was of Roman Catholic origin. It was so appropriate, so interesting, and impressive that after due consideration we decided to present it and made our plans accordingly. It was explained that the celebration was no longer a church ritual but had become a folkway of the rural peoples of Mexico. Here we started our teaching of respect for all religions, customs, and creeds.

The songs had been learned by ear and written down by the student of Mexican folklore while she still lived in Mexico. With the help of Mexican students a continuity was written. The music teacher wrote the accompaniments and Spanish-speaking children taught the other pupils the correct pronunciation. One teacher's husband wrote out English translations. Over two hundred children participated in the choruses.

Las Posadas in the School

Our Las Posadas celebration started with a fifteen-minute organ recital of Christmas songs, on an organ borrowed from the Presbyterian church.

A Mexican girl told the story of the Posada in Spanish followed by a Negro boy who gave the story in English. A Catholic priest gave the Lord's Prayer in Spanish; it was repeated in English by the Episcopalian minister.

Several small inns had been constructed in various locations in the

auditorium. Before the procession entered thru the rear doors of the auditorium, Joseph of the play, accompanied by the piano and violin, chanted a litany, with responses from our music supervisor. It was a very beautiful and impressive beginning.

The doors then were opened wide and the pilgrims led by Joseph and Mary wended their weary way down the long road to Bethlehem. Costumes of the day were suggested by turbans and flowing robes of many colors.

The wayfarers wandered slowly along chatting in low tones until they arrived at the first inn, halted and asked for lodging. It was very solemn and quiet as the Mexican boy who impersonated Joseph sang in his beautiful Spanish voice the words that pleaded for shelter for the Virgin Mary. The innkeeper listened to his story, then sang his reply which conveyed the idea, "No room in the inn."

The pilgrims resumed the weary march and wandered on until another inn was reached. Again they were refused admittance. Again and again they heard the same story, "No room in the inn."

At last they reached an inn where the keeper opened wide the door and sang, "Entren santos peregrinos" and to him was given the joy of having the Christ Child born within his gates.

The entire processional was solemn and beautiful. Spotlights and colored floods were used to light the pilgrims' progress. The final inn door and manger scene were constructed upon the stage. As the baby Jesus lay in the manger the little children knelt beside his lowly bed. Kneeling about the Christ Child were Chinese, Mexicans, Negroes, Filipinos, Hawaiians, and Caucasians.

After the religious part of the program was completed the Mexican Christmas fiesta of breaking the Piñata was presented. The audience laughed as the various children struck at the Piñata, finally breaking it and scrambling for the scattered sweetmeats.

Some Continuing Results

This observance has had an inspiring carry-over for the year, especially in our eighth grade, where the theme of social studies has been democracy—learning and knowing people; freedom of beliefs, thoughts, and actions for separate groups; but still one people living

together and working together for freedom from prejudice. The various races and religions learned to respect and know the beliefs and practices of other groups. Instead of religion being pushed into the background and hushed up, it has become an open and much discussed subject.

The soloists who took part in Las Posadas have been drawn together into a boys' sextette. They represent several religions but have appeared together in many programs at religious meetings, women's clubs, service clubs, and schools. No questions have been asked either by the children or parents about denominations in religious meetings. The children attend the meetings and do their best.

The Mexican boy who played the part of Joseph was recently invited to attend a religious day school to give a report on the book *One God*.² He is a devout Catholic and appeared at this Protestant meeting in a near-by village when he was barred by a covenant against his people from living within its limits. He gave his fine report and sang his solo "Ave Maria" with all the fervor he would have given in his own church. As he gives this report on the Jewish, Catholic, and Protestant religions he always says, "We did not study this book to change our religion but to learn and know about the basic religions. We can keep our own beliefs when thru with the book, but it helps us to appreciate the religions of others."

Who can say how far the spiritual values of this experience have spread in this community and with these children? We feel we have made a contribution toward understanding among people and that the presentation of Las Posadas was an ethical and emotional experience with definite value to the children, school, and community.

² Fitch, Florence M. *One God*. New York: Lothrop, Lee, and Shepard Co., 1944. p. 144

Harmony makes small things grow; lack of it makes great things decay.

—SALLUST, *Jugurtha*

Painting a Frieze and Building Spiritual Values

By ROSS L. NEAGLEY

*Superintendent, Mount Pleasant Special
School District, Wilmington, Delaware*

ALTHO art in any form contributes to the development of spiritual values, frieze painting by groups of children seems to have unusual possibilities in this field. In our school the painting of friezes or murals is participated in extensively by pupils on all levels of maturity. Sometimes the subject is directly related to the social studies, at other times it is a direct outgrowth of an incident that happens in the school or class, and on some occasions the subject grows naturally as the children's imagination runs rampant.

The mere fact that a frieze is much larger than paintings usually done by individuals adds a more lifelike touch and thus the results seem more realistic to the pupils. As one fourth-grade pupil expressed himself after working with the entire class on an Egyptian frieze, "I felt like swimming in the Nile. I felt like going into the woods and climbing the trees."

Develops Attitudes of Cooperation

One of the greatest contributions that frieze painting makes to the development of spiritual values is the fact that many individuals are receiving at the same time esthetic values and emotional experiences by cooperative expression.

It is impossible for a group of children to work together day after day on a painting without being drawn closer together. Before actual work is begun a class should cooperatively plan the form the painting is going to take, select committees for particular duties, and organize the work of the various groups. This requires the free exchange of ideas, the selection of the most promising ones, and the modification or rejection of others. It also makes it necessary to evaluate the abilities of the various class members and for some to be selected

to assume more important responsibilities, while others must graciously accept subordinate roles.

When actual work is begun there are many other adjustments to make. Each child must make his creation fit into the larger plan. Pupils share the same paint pots and other equipment and are frequently working elbow to elbow so that respect for the rights of others and simple courtesies are fostered.

The unusual power in frieze painting to unite groups of pupils was dramatically illustrated in a fifth-grade class in another school of which the author was principal. During the first part of the year the class was very much disunited with various groups refusing to cooperate with each other. A skilful teacher in another grade volunteered to take over the class; under her careful guidance and encouragement the class decided to paint a frieze depicting life in South America. Much discussion followed among the minority pupils as to whether one group would attempt to dominate this project as they had other class enterprises. Before any actual work was begun the class planned the project cooperatively. When the tentative plans for beginning the actual work on the frieze were made, it was noted that suggestions from all groups were represented. A chairman was selected and duties assigned. During the first few days friction between the various factions was still noticeable, but as the ideas of the group took form in the painting something happened to that class. In the latter stages it was very gratifying to visit them at work and to note the complete harmony that existed. Other projects were later carried out by the class and there is no doubt that the painting of the frieze contributed much to overcoming the disunity and intolerance in the class.

Utilizes Creatively Many Levels of Skill

Most children receive pleasure from expression thru art, but the joy they receive is often spoiled because of the imperfection of their creation as compared with the work done by more talented pupils. Here again frieze painting creates spiritual values for the pupil who has insufficient talent to do individual art projects. This was demonstrated so well in the case of Sammy, a second-grade boy in Mount

Pleasant School, who usually spent his art periods in scribbling or painting different colored lines on paper. Altho he apparently received passing pleasure from this method of expression there seemed to be little real satisfaction attached to the results. In most cases he would hide his paper from the teacher while other pupils were proudly displaying their pictures. When, as a result of the visit of Admiral Halsey to the community, the class decided to paint a frieze showing his battle fleet, it was agreed that Sammy should be selected to paint part of the ocean. Sammy fairly grew in stature while doing his assignment and even months after it had been completed, Sammy's eyes fairly danced as he pointed to the picture on the wall and said, "I painted the ocean." Another pupil in the same room who had never previously shown much interest in art was proud of the plots of grass he painted on a frieze showing Indian life. In frieze painting every child can get that thrill. Whether he possesses talent or not there is always some small contribution that each child can make and thus have a part in the total creation.

Depends for Success on Cooperative Approach

Even an activity as full of possibilities for spiritual values as frieze painting would fail in that objective if it were not undertaken and carried thru in art atmosphere of cooperation. What is done is less important than how it is done. As undertaken in this school, with emphasis on group planning and wide participation, the results are clearly discernible in human relations and attitudes.

Art is the desire of a man to express himself, to record the reactions of his personality to the world he lives in.

—AMY LOWELL, *Tendencies in Modern American Poetry*

Teaching Ethics on the Playground

By CARL NEUFELDT

*Principal, Lincoln School
Mount Vernon, New York*

THIS article is based on experiences in a city in the Middlewest, in a school that is endeavoring to make a direct contribution toward the improvement of the children's conduct and behavior thru the use of the playground. This large elementary school is located in an industrial area populated by different races and nationalities. In many families, both the father and the mother work in neighboring industries.

Difficulties on the Playground

Intergroup tensions and lack of parental training were reflected in numerous quarrels on the playground. Principal and teachers either had to make frequent hurried trips out to the playground during recess in order to stop fights which attracted a large audience or they had to settle quarrels after recess which took valuable school time. Some of the chief playground problems encountered were:

1. Unintentional rough play
2. Selfishness
3. Nothing to do on the playground
4. Lacking knowledge of cooperation
5. Getting even with someone
6. Being poor losers
7. Fighting "on the drop of a hat."

In some cases it was almost impossible to find out who was guilty, and any punishment administered usually proved ineffective.

The principal who came to this school about six years ago began to work in cooperation with the teachers to organize the playground into a simple but positive force for the correction of existing conditions. Thus over five hundred children have spent more than one

hundred hours each year in good-natured play with other children, rubbing elbows with their principal and the school personnel as a whole, on a basis of both ethical and personal development.

The Plan in Operation

Staggered recess periods are scheduled for the primary and intermediate recess periods, morning and afternoon. The principal of the school oversees the playground during these periods, in which the various classes of each separate division play simultaneously on assigned parts of the playground.

All the playground equipment, including an easy-to-operate dry liner, is checked out by a few reliable monitors. The daily use of the liner in remarking any necessary lines eliminates confusion in close decisions and adds interest to the games. This system of checking playground equipment has taught the children responsibility on their level of achievement.

The classroom teacher uses physical-education periods to teach the children how to play various games well. During the winter one finds the children playing running games such as "Blackman" or "Fox and Geese." They seemingly never tire of these games as long as they are properly directed. The teachers quite often hear this familiar comment from the children as they are coming in after a recess period during the long cold months, "I don't know why, but I just love to run."

Every child from the second thru the sixth grade belongs to the boys' or girls' ball team in each room. The line-ups remain unchanged thruout the year but the schedules of team competition and diamond assignments are changed in order to keep up real enthusiasm. The boys' and girls' trophies move to the winning homeroom teams and each day gives the losing club another chance to win.

The spring and fall seasons are culminated by a competitive grouping of teams for ball games according to ability and a matching of the first, second, and third all-star teams. The parents, relatives, friends, and teachers enjoy seeing and assisting in these specially arranged games. The primary-grade children usually play a number of their favorite games and conclude with races while the inter-

mediate children prefer to exhibit their skill in softball games after some closely contested races.

Appraisal of Results

The playground merely serves to bring to focus in free interplay of child with child the principles of conduct which the school seeks to teach in many ways. Learning to live and play together is one of the most difficult skills to master and exemplify, yet it is essential if there is to be any harmony of relationships in the family, the community, or in any larger group.

We observed how the children learn to meet realistic playground situations—a close decision on third, a bully trying to bat out of turn, being a target in a snowball fight, or losing a close foot race. Incidents such as these require the practical application of proper ethics at an early age. Making a home run in softball or outrunning someone else in a game has helped the child attain status in the group and at the same time has established responsibilities and limitations. The emotions that he awakened in his fellows, the regard in which he was held, the duties that were delegated to him, and the effective way in which many of the barriers were broken down between the school personnel and the child have not only contributed to his social behavior but also influenced his consciousness of self.

These children respond to friendly and firm leadership. Their growth in cooperative spirit and self-discipline has made it possible for the principal to observe as many as eight games at one time and to assist in close decisions without many delays. Adult leadership has had its influence in restricting profanity, arrogance, suspicion, and misunderstandings. It has also reduced the flaring of quick tempers and has created an opportunity for practicing fair play and tolerance. The expression "Do you want to make something out of it?" is heard less frequently. The bully and the shy child both have been encouraged to learn the basic lessons of interdependence, and large proportions of all the children from the primary grades thru the intermediate section have shown much progress in learning to place team interests above individual selfishness. Youngsters have been heard to remark that they lost the game but had lots of fun.

Truancy, which is a form of antisocial conduct, has been reduced. There also has resulted a better feeling in the community toward the school which can be attributed in a large sense to the children "selling" it to their parents. This is especially vital in areas of social and economic handicaps.

In past years this school had a reputation for alley fights on the way home from school. Quarrels originated on the playground and then were carried on, without the knowledge of the school personnel, as a form of excitement. These fights have nearly disappeared.

Teachers report improved class attitude in some cases and attribute it in part to the playground program. It has been a relatively simple matter to follow the child's classroom achievement records, but we felt that this was only a small part of the picture of his development. It is impossible for a principal to discuss the problems of a child intelligently with a parent, by merely knowing that the child is wasting time, lacking in attention, or following some other form of behavior associated with unsatisfactory schoolwork. But in working with and observing the child for several years on the playground, the principal gathers a great deal of functional information for practical guidance which can be used in conferences with the parents as well as the teacher.

Each child requires activity, and an opportunity to do something significant in order to build up security. Such a simple event as "catching a fly" in softball may encourage a child to develop into a very satisfactory all-round ball player within a short time. Often this success is maintained on the playground and carried over to other activities in the classroom. A refreshed happy child coming into the classroom from a wholesome playground experience will usually carry the same spirit back to work.

Periodic evaluation of our efforts will provide for a sound basis of future progress in making the playground a more coordinated and effective tool in forming the correct social attitude and behavior of the children. It has taken a number of years to develop a satisfactory working plan which has evolved in the direction of a simple organization simple to administer. Continuous emphasis is needed for continuous satisfactory operation.

The Right Kind of Homework Has Spiritual Values

By F. R. PARK

*Principal, School 52,
Buffalo, New York*

IN a study of homework undertaken some time ago by a committee of Buffalo principals representing a cross section of the city's schools, it was found that 89 percent of the parents of children of Grades VII and VIII, 60 percent of the pupils, and 55 percent of the principals favored homework. Apparently a smaller percent of teachers favored it, altho their answers to the questionnaire were qualified so as to make a tabulation impossible. The favorable nature of the responses suggested the need for rethinking the whole problem of homework.

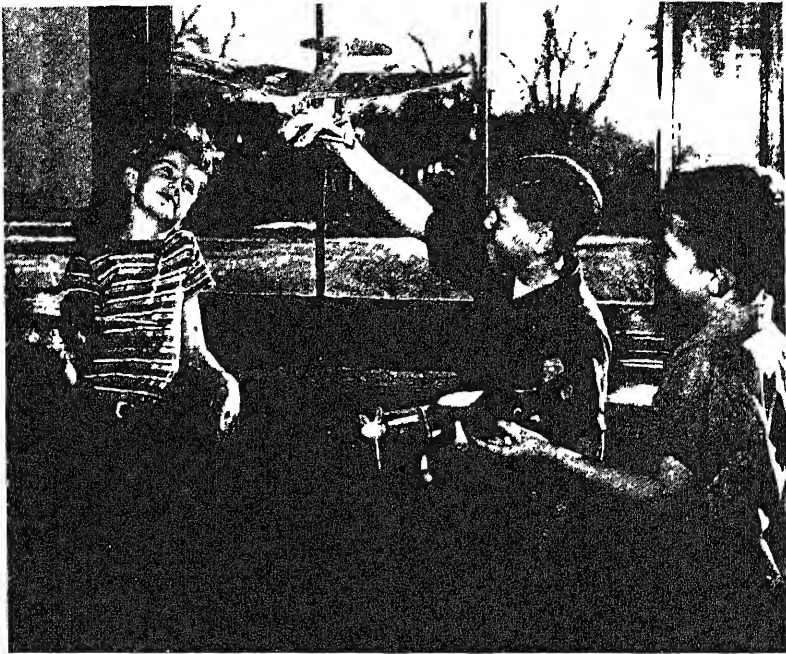
The upper-grade teachers in the writer's school have been experimenting for some time in a small way with types of homework that they think furnish "ethical, esthetic, and emotional experiences that help to elevate and liberate the human spirit."

Assignments vs. Overflowing Interests

A fairly good case can be made, at least in the upper grades of the eight-year elementary school, for homework assignments of the type given out in high school. The skilful high-school teacher spends time in assigning the lesson so that motivation is provided in the pupil's mind for attacking it. No matter in what walk of life the future citizen and wage earner is destined to live, the ability to formulate his problems, to gather information bearing on these problems, to organize this information, and ultimately to use it is a determining factor in his future usefulness and success. This power of independent study, fully mastered, makes the individual of more value to himself and others and, therefore, possesses spiritual value.

But the type of homework most fraught with spiritual values is perhaps not the assigned lesson of the upper grades and high school,

but the kind which we might designate as the "overflowing interest" type. When the right kind of job is being done in the classroom, and the proper guidance is given, the forces so generated will overflow the classroom boundaries, invade the home, and may enlist the interest and cooperation of the parents. In these days, when the



Public schools, Denver, Colorado

Home projects of the "overflowing interest" type help children to gain satisfaction from competent achievement and from endeavor shared with their parents.

comradeship of the son working on the farm with his father and the daughter in the kitchen with her mother has been so largely lost, it would seem that home and school would welcome the opportunity to recapture some of this spirit of cooperative endeavor. By encouraging home projects that center round the school curriculum, these spiritual forces of the home can be marshalled and used to strengthen character, and possibly to counteract in part the too prevalent commercialized activities of radio, movies, skating rink, and street.

Illustrations of Home Activities

This kind of home project is a far cry from the idea of "father doing Junior's homework" and yet it offers parents the opportunity, so often mentioned as their desire, to keep in touch with the progress of their children. The following partial list of home activities, attempted recently by pupils in the writer's school, will illustrate this idea:

1. Model houses and scale plans in a home-building arithmetic project
2. Collections of mounted specimens of rocks, minerals, flowers, and woods in science
3. Telegraph sets
4. Posters for candidates for class elections
5. Radio and movie criticisms and reports
6. Trips into our community with parents going along and furnishing transportation
7. An esthetic appreciation club in which each member made a collection of different articles which he thought beautiful
8. Weather observation records
9. A model speed boat competition in shop
10. An archery club which made its own equipment
11. Study of recreational opportunities in homemaking class—discovering ways families may have fun together in our city, with little or no expense
12. Diaries in history class, pretending to be living in some different period of history
13. Models of significant inventions in the industrial revolution in history
14. Salt maps paralleling geography in the sixth grade
15. An evaluation of comic books on the local newsstands to attempt to raise the level of the children's reading.

It is possible that thru this type of homework the school can do much to influence the home along many lines—hygiene, manners, discipline, recreation, and artistic taste. Likewise, it is possible that the school can tap a great, neglected reservoir of spiritual values to reinforce its program for the children in its care.

The Children's Council Builds Character

By C. T. THOMPSON

Principal, Vestal School, Portland, Oregon

THE teachers of our school have believed for many years that the children should take an active part in solving the problems of the school. As one teacher said, "It is their school. Why should they not be interested in how it is run?"

Belief in the soundness of the children's judgment and in their sense of fair play has resulted in children of the higher grades being responsible, in large part, for supervising the halls, stairways, lavatories, and the cafeteria. These children supervise without touching another child; they guide but do not punish. They organize the fire squad, call the drills, and handle the children in these drills in a capable, workmanlike manner. Adults could not do it better. Over forty of the older boys act as safety officers at street intersections near the building. One can almost see these pupils grow in the qualities of leadership.

Classroom Organizations

Organization of classrooms was a natural follow-up after beginning the above activities. After watching the students carry on these duties so capably for some time the teachers encouraged the children to organize their own classrooms. There was some skepticism on the part of teachers, but the majority thought the children should be given the opportunity to aid in directing their activities and cooperated by opening channels for service.

It was interesting to observe the children select their officers. They made fewer mistakes than their elders do in electing officers to govern our towns and cities. These children selected real leaders, boys and girls who were outstanding leaders in their classes. Children probably see more clearly the faults of other children than adults. Certainly children are more direct in their actions.

Broader Base of Representation

The room organizations found that their activities ended within their rooms and soon asked for a larger body which would have more authority. Room representatives asked their teachers for permission to form a council which would reflect the wishes and suggestions of the entire student body.

The principal, at a regular faculty meeting, asked for discussion of the request of the students. There was agreement that the request should be granted. A teacher in the building outstanding for her wise and capable leadership, who was a friend and counselor of all the children, was selected as adviser to the future council.

Each section above the third grade elected a representative to the central council. At the first meeting the members elected a president and a secretary. The selection of these council members and their officers was a lesson in democracy. Only children who represented the best in leadership were selected. It has become a truism in the building that members of the council must be of the highest character and true leadership. Surely there is definite character training in such qualifications.

The elected officers are in direct charge of all subsequent meetings during the term. Often a child in a grade under the eighth, who is recognized as a leader, is chosen for president. As the first, second, and third grades are not represented on the council, each councilman is assigned to a primary room to make any reports that affect the school. He represents both his own section and the primary one.

This plan brings the older students into direct contact with the small primary people, who are delighted to have an upper classman talk to them. The association between the older child and the small children is beneficial in that the little ones admire the older students and try to emulate them. As these councilmen are picked students the example is a good one.

The council meets regularly once every two weeks. The president consults with the adviser before meetings; if the counselor has any advice to give, it is presented to the council by the president rather than by the adviser. Other matters of interest to the children are

brought before the council by the members. Teachers often suggest to the room representatives that certain problems be taken up by the council. Other suggestions come from the classroom organizations. The principal may suggest to the adviser or to the council problems of vital interest to the welfare of the school. Sound judgment and right thinking, so essential to the growth of good character, are needed for effective service by the pupils in the deliberations of the council.

Functions of the Council

Our council is not a law making body. It discusses matters that are of primary importance to the school and makes suggestions as to the solution of problems. The motion to act usually begins thus: "I move that the council suggest that . . ." All of the members of the council realize that the principal and faculty are responsible for final decisions. However, the council is assured that any recommendation made by it will be given every consideration possible. The meetings are serious as all know the children and the faculty depend on them to truly represent the school.

Recently the council discussed a change in the order of passing from one department to another. Years ago under the platoon system, when the halls were quite crowded during class changes, a rule was made that children walk in single file. The council thought the original plan should be abolished—it was not always obeyed—and children should be allowed more freedom at such changes. The principal brought the problem and the action of the council before the faculty where the change was approved.

The adviser to the council says. "The council is beneficial to the children in that it gives them experience in dealing with democratic procedure. It also gives them a feeling of proprietorship in their school."

Authority, a Gradual Growth

We have not asked the council to enforce the rules they have proposed, tho there is no doubt they are easier to enforce since the school children suggested them. Many of the monitors do have a

certain moral authority which is largely preventive. We think that turning over the management of the school to the council would be a serious mistake. However, we do think student participation in management is desirable and necessary.

What of the future of the school council? It will depend, to a large extent, on the continued success of the present policy. We do not intend to go into the movement too rapidly. We have observed schools that did, thereby giving student government a black eye for a long time to come.

As the student council grows in the estimation of the children and the faculty, it will naturally be given more authority. If its character-building activities continue to affect the school favorably, the faculty will gladly lean upon the council more and more. The students themselves must want such participation and help to initiate it. There is no limit to what such a council might not do in assisting in the government of the school. Since it does not punish, but leaves that duty to the principal and faculty, it can devote its time and energy to constructive problems vital to the welfare of the school. It can assist the faculty in building a stronger, more democratic America, where each one will participate according to this training and ability.

As teachers we are responsible for providing children with opportunities to practice democratic ways of behaving. Children need practice . . . so that they will know how to operate as responsible members of groups, whether these groups are in classrooms, schools, churches, playground, or in the community. This means that children must have chances in school to think about, discuss, and plan ways of solving everyday problems.

—PUBLIC SCHOOLS, NEWTON, MASSACHUSETTS, *Social Studies*

Developing Morale in a School Faculty

By WILBUR A. YAUCH

*Associate Professor of Education,
Ohio University, Athens, Ohio*

SOCIAL psychologists have long emphasized the point that the quality of individual behavior is markedly improved in social situations. Individual judgments are improved when made in concert with others, and the quality and efficiency of work improve in a desirable social situation. The mere presence of spectators will definitely speed up the work of individuals.¹ One of the basic assumptions on which theories of social behavior rest is that individuals act differently in group situations from what we might expect of them in isolation.²

Perhaps the most revealing study of its kind is the one conducted at the Hawthorne Works of the Western Electric Company.³ An experimental group of industrial workers was selected to discover the effect of changes in the material environment on productive efficiency. Proper lighting, pleasing color tones, frequent rest periods, everything thought to affect production was made as desirable as possible. Plant managers and executives kept a close and intimate contact with the development of the experiment. As one could predict, production levels shot upward dramatically as working conditions improved. But the astounding part of the study came when these workers were returned to their former conditions of labor and the production levels continued as high as ever. The social interactions among the experimental workers themselves and the interests shared with management apparently had built an esprit de corps which

¹ Britt, Steuart H. *Social Psychology of Modern Life*. New York: Farrar and Rinehart, 1941 p. 233.

Dashiell, John F. "Experimental Studies of Influence of Social Situations on Behavior of Individual Human Adults." *Handbook of Social Psychology*. Worcester, Mass. Clark University Press, 1935. Chapter 23.

² Krout, Maurice H. *Introduction to Social Psychology*. New York: Harper and Brothers, 1942 p. 360.

³ Roethlisberger, Fritz J., and Dickson, William J. *Management and the Worker*. Cambridge, Mass.: Harvard University Press, 1943. p. 615.

resulted in continued high production, even when the physical condition of work reverted to very unsatisfactory levels.

Elementary-school principals can well afford to take the clue given them by social psychology. Improvement in the quality of work in school is desirable and desperately needed. When teachers have opportunities to work together on common problems the social interactions that result will tend to improve the quality of teaching.

Planning for School Interpretation

Such was the experience of one elementary-school staff. The school program, on which the entire staff had been working for a period of several years, represented a point of view and a set of practices which deviated widely from those commonly experienced by the parents when they went to school. Misunderstanding and antagonism was a predictable result. The teachers themselves began to question the advisability of continuing a program so little understood by the parents. Two courses of action were open. The staff could modify the program so that it conformed more closely to what the community considered defensible, or it could undertake a campaign to inform the public more accurately concerning what the school was actually trying to do. The teachers were unanimous in their agreement that instead of retrenchment they should attempt to give the community members an intelligent understanding of the school's purposes and program.

A public-relations committee of three members was selected by the faculty of twenty-five teachers, to study the possibilities for a program of parent education. It was immediately apparent that the committee needed something concrete and specific to put into the hands of parents that would depict the program already in operation in the school.

Developing a Handbook

A handbook was finally decided upon, one that presented the activities of the school in the form of pictures with a minimum of verbal elaboration.

The organization of the handbook was of particular significance to the faculty. Two methods of presentation of the material were possible: organization around the conventional areas of subjectmatter, and organization more consistent with the structure of the school program around areas of children's experiences. Subjectmatter organization would present the material in a form more easily understood by the parents, but the experience approach would do a better



Public schools, Tulsa, Oklahoma

Children feel zest and satisfaction in making plans and in assuming responsibilities for carrying out activities that are important in the life of the group.

job of showing clearly what the major principles of the program actually were, and how subjectmatter related to these principles.

The final organization of the handbook took the form of presenting the work of the school under six main headings which represented what the faculty members considered the important divisions of their responsibility to children:

1. Getting Along Together
2. Happy and Successful Children
3. Independent Thinking

4. Cultural Development
5. The Making of Good Americans
6. Building a Sound Body

When finally completed, the handbook was a collection of pictures of children carrying on activities in which the parents would find them typically engaged during the school day, grouped under the above six headings. Each section was preceded by a short verbal description of what was meant by that section heading. Beyond this introductory explanation the only verbal material was a short descriptive title for each picture.

The handbook was duplicated by offset printing and attractively covered. The art supervisor was particularly helpful in offering advice and skill in creating a document which would have been a credit to any institution interested in good publicity. (The troublesome question of cost was fortunately avoided. The Addressograph-Multigraph Corporation, with its main branch in the city, kindly cooperated by offering to do the duplicating as practice material for its training school. The public school was obligated only to the extent of furnishing paper and the labor of assembling the material.)

Under the heading of "Getting Along Together" were nine pictures with appropriate titles, showing the following:

1. A group of children preparing food for midmorning lunch
2. A table, with children grouped about it, decorated and set for a party the children were giving for their parents
3. A group of children sitting around a table in their classroom at noontime, entitled, "Acquiring the Social Graces"
4. Children engaged in constructive activity, sawing, hammering, and measuring
5. Children making furniture out of orange crates
6. Children sitting around a table in group discussion
7. A group of children working on the framework of a model of the sun for their "solar system"
8. A group of children engaged in storytelling in the library
9. Boys working on the framework of an actual house they were making in the classroom.

These pictures were intended to portray the many activities in the school in which children were learning to do things cooperatively.

All six divisions of the handbook were similarly treated. The title of the handbook—*Whither the Child?*—was indicative of the thinking of the teachers.

Leading Meetings for Discussion

The program with parents consisted of a series of six evening meetings, one devoted to each of the six headings in the handbook. At each meeting all parents in the community were invited to observe a selected group of children demonstrating some phase of the school program, after which a full and unrestrained discussion by parents was encouraged. The chairman of the public-relations committee personally led each of these public discussions, with the principal in the background, as he had been during the planning and organizing of the meetings. Occasionally he was called on to comment on some phase of the program, or to offer further support and defense, but there never was any question that the whole affair was the cooperative effort of all.

The teacher whose children were being used for demonstration was necessarily required to be present on the evening when her children performed. Other teachers determined for themselves whether or not they should be present and a majority of faculty members was present at each meeting. When the meeting on "Independent Thinking" was held, a part of which involved a discussion of the method of teaching beginning reading, upper-grade teachers were as ready to defend the practices in the primary grades as those directly concerned with this phase of learning. The teachers as a whole considered the entire school program as their special responsibility.

Morale-Building Principles

Morale in the faculty group must be measured by the degree to which the members will rise to a cooperative defense of the program. Certain well-tried practices are known to contribute to the development of this important factor of high morale in teaching. From an analysis of the experience in this school, the following elements seem to emerge:

1. *Teachers will develop morale and show a disposition to unite in defense of what they consider justified in proportion to the extent the program can be identified as theirs.*—The public-relations committee was elected by the faculty to discharge a specific responsibility. The handbook was the result of faculty opinion of what constituted the program of the school. The public meetings were planned and conducted by the teachers themselves with a minimum of advice from the principal. The whole procedure could be truthfully designated as teacher controlled.

2. *Morale is fostered to the degree that the members of the group have extensive opportunities to cooperate in a common program of*



Public schools, Lexington, Kentucky

As each individual learns to play his part his whole personality grows and warms under sunny smiles of approval.

interest and value to all.—No more important problem than that of securing community understanding of a school program could be selected for faculty cooperation. Every teacher is vitally concerned with the extent of acceptance of her work by the parents. In addition, the success of any truly community-centered school program depends to an important degree upon the ability of the parents to understand what the school is trying to do.

3. *Group spirit depends largely on the amount of direct credit and recognition the individual members will receive for the work they do.*—The Western Electric experiment demonstrates vividly the importance of individuals in a group having some evidence that what they are doing is being noticed and will be rewarded. Principals who have conducted successful school programs have usually discovered that their success as principals, and as educators in the broader sense, was inversely proportional to the amount of credit they personally demanded for the achievements of the school. If teachers truly initiate, plan, and execute a successful program all the credit for its achievement is rightfully theirs.

4. *Morale, which is a real integrating force for promoting group solidarity, is the direct result of effective democratic leadership.*—Space does not permit an extensive elaboration of this conclusion. The reader is referred to the study of Lewin, Lippett, and White.⁴ They conclude that democratic leadership reduces the amount of aggression and conflict among individuals in a group to one-thirtieth of that evidenced in an autocratically controlled situation. It is clear that if the principal is honestly interested in developing morale he has but one choice in the type of leadership he offers.

The conclusion seems inescapable. Teachers who have the opportunity to think thru the main purposes of their program, have wide latitude in executing their plans, and receive due recognition for their efforts, will develop an esprit de corps to a degree every principal will consider desirable. In an even more important way the activity will pay rich dividends in increased community understanding and cooperation.

⁴ Lewin, Kurt, Lippett, Roland, and White, Ralph K. "Patterns of Aggressive Behavior in Experimentally Created 'Social Climates'" *Journal of Social Psychology*. 10 271-99, May 1939

Schools of a Great City Seek Spiritual Values

By ERMA E. PIXLEY, AMBER WILSON,
MAURICE G. BLAIR, and others

*Supervisors, and Assistant Superintendent, Curriculum
Division, City Schools, Los Angeles, California*

As far back as 1942 thought was given to preparing teaching materials for the Los Angeles schools on moral and spiritual values in education. Even tho good teachers all thru the years have emphasized such values, the need for a renewed emphasis was evident in many ways: international strife, national discord, community differences, broken homes, personal disappointments and frustration, and increasing juvenile delinquency.

In the spring of 1944, definite steps were taken to undertake the preparation of a teaching guide in this important field. It was developed by committees of teachers, administrators, and community leaders. Valuable suggestions were made by leaders of different religious faiths. Approximately one hundred and thirty-five people took part in developing the teaching materials, the work being coordinated by a member of the curriculum staff. In addition to the regular committees, contributions were made from the various curriculum sections and from the elementary, secondary, library, and textbook sections.

The Published Guide

After more than six months of conference and revision of materials a printed report was ready for presentation to the schools.¹ *Moral and Spiritual Values in Education* was designed as a guide to instruction in the practical application of moral and spiritual values to which people of all cultures and creeds could freely subscribe. Purposes and plan are indicated in these sentences from the introduction:

¹ Los Angeles City Schools, *Moral and Spiritual Values in Education*. School Publication No. 402, 1944-45. Los Angeles the Schools, 1944 p 111.

We are not seeking to introduce a new subject into the curriculum. We are merely presenting an organized, unified plan whereby moral and spiritual values may take their rightful place as a natural, normal part of the curriculum. They are not the whole curriculum, by any means, but they are so important that their place should be well defined.

After careful consideration and consultation it has seemed wise for us to work thru the curriculum and the school activities as they now exist, directing a new emphasis toward vital values, and carrying this idea from the kindergarten right thru the twelfth grade. Upon such a plan this study has been organized.

Never forgetting that the individual functions as a unit, we have selected (for the sake of definiteness and concreteness) certain Key Qualities of the Spirit as focal points of emphasis. Then we have tried to show how the school as a whole contributes to the development of these qualities—how the school and community working together can contribute—and, finally, what can be done in the classroom itself to stimulate the growth and activity of these qualities.

Since the classroom is really the heart of the school organization, we have placed most of our emphasis there. We have suggested ways in which every department of work can help foster moral and spiritual values. It is in the fields of English, social studies, music, and art, however, that the greatest variety of opportunities seems to be presented.*

For the convenience of teachers, and in the interest of that definiteness and conciseness which we seek, we have gone thru a number of our textbooks and have indicated page references where material may be found bearing upon the key qualities. We have suggested audio-visual aids and other available materials. At the close of the book is a Teachers' Index which enables any teacher to find quickly the pages dealing with his special grade and subject.²

The material was developed to answer three questions:

1. How can the school as a whole emphasize qualities of the spirit?
2. How can the school and community working together emphasize spiritual values?
3. What contribution can be made thru the classroom?

By far the greater part of the report dealt with the contribution made thru the classroom. Sources and activities were suggested for each age level thru Grades I to XII, in literature, social studies, art, and music.

* *Op. cit.*, p. 6-7.

These are the "Key Qualities of the Spirit" used as the basis for organization of the material:

Appreciation	Faith	Honesty	Respect for law
Cooperation	Generosity	Kindness	Responsibility
Courage	Goodwill	Loyalty	Reverence

This list of key qualities could be expanded indefinitely but the twelve chosen for emphasis formed a satisfactory basis for organizing the report in usable form.

Special effort has been made in presenting this entire program to make it clear that the suggestions are illustrative, not limiting, and that endless diversity is to be expected. It has been emphasized that it is often possible and desirable to let music, art, and literature speak for themselves with no interpretation beyond that of the regular classroom activity.

Relationship to Religious Instruction

Moral and Spiritual Values in Education was not designed as a guide to instruction in religion. However, religion is not excluded. In developing this topic, religion was thought of not in terms of specific creeds but as an important factor in the life of mankind thru the ages.

Our young people need to know that religion is one of the great humanities. They should study it as such. What can our students think if we talk of the government, the history, the literature, the music, the art of a country, but remain silent about its religion? Shall they assume that religion is not important enough to mention, or that it is something separate and apart from the life of the people? They must understand, of course, that it is not with any particular religious creed or sect that we are concerned in our work. We are concerned rather with those general moral and spiritual truths underlying man's search for God thru the ages.³

No attempt was made to define God, beyond the point that He is a power greater than ourselves and that He represents the greatest good in the universe. It is that good which all are seeking. There is danger in being moralistic, didactic, or fanatical. The narrow bigoted approach has no part in this work.

³ *Op. cit.*, p. 9.

All thru the program there runs the thread of the esthetic and ethical approach: high ideals, the beauty of literature, stirring music, inspired art. No greater contribution could be made to education in America than a renewed emphasis and a new dedication to those values which have to do with the spirit of man.

Presenting the Program

The teaching guide was presented first to the council of directors and supervisors by a group of people closely associated with the project. Area meetings were held for the elementary principals at which the program was presented.

The next step was for the principals to bring it to the teachers in the two hundred fifty schools of Los Angeles. Many different approaches were made. Faculty meetings were held, sometimes of two or three schools together. Reports by committees of classroom teachers, by the principal, or by a member of the central curriculum staff were received and discussed. Successive faculty meetings re-



Public schools, Madison, Wisconsin

Children begin to understand that there is order in the natural world that the mind of man can regard with reverence.

ceived reports from teachers on experimental work, or discussed specific phases of the program. Individual conferences of the principal with each teacher were undertaken in a number of schools. In some faculties, committees were set up to stimulate a continuing interest in the program.

Principals who reported on methods of developing the program in their schools emphasized such ideas as these:

This is not something extra; spiritual values must function in everyday living.

The purpose is to raise standards and to enrich living.

Teachers must be alert to all situations that afford opportunity to teach spiritual values.

Much material is available in textbooks now in use in the classrooms.

Democratic living in the classroom provides the best opportunity for teaching spiritual values.

Thought and effort were also given to interpreting the new plan to parents. This was done in demonstrations of classroom situations, by reports and discussions in parent-teacher meetings, and by open-house programs.

Taking the Program to the Pupils

Reports from principals and teachers at the close of the first year and a half covered a wide range of activities in promoting spiritual values. The following quotations are representative of the statements received from elementary schools.

The usual school program with work periods and discussion periods, under the guidance of a good teacher who sees every situation permeated with moral and spiritual growth possibilities, contributes most.

Setting up classroom standards of quiet, courtesy, and obedience; letting the rules of moral and spiritual life come from the class; and then evaluating the ways in which they were carried out—this seems to be the best plan.

Every effort is made to interpret and give richness of meaning to the flag salute and American national hymns, thereby causing the children to honor our country and feel proud that they are citizens.

National holidays and birthdays of celebrated leaders of American history are used to teach courage, faith, generosity, and goodwill.

Thru the weekly poetry class, by listening to poetry, and writing original poems or descriptions, progress is made in building appreciation of beauty and reverence for God's expression in nature. Bible selections are used during verse choir.

Showing the beautiful world and its wonders offers basic opportunities for this work.

Weekly art displays in halls are used by children. Filed collections of pictures of foreign and American artists are also available for use in classrooms.

Songs of plants, birds, animals, and human life help with this program. Songs of the wind, sea, sun, and rain are discussed and dramatized. Music is used in a variety of ways to foster reverence, enjoyment, relaxation, and appreciation of music itself.

Faith is stressed in the Thanksgiving program. Selections are read and memorized. Reverence is a large part of the Christmas program built on the story of Christ. Chorus singing of old familiar carols adds to the feeling of reverence. At Easter we stress growth of new life, marvelous exhibitions of nature, the mysterious force of nature, and man's dependence on these forces.

We recognized the Jewish New Year with a short program of Hebrew songs and verses from the Old Testament. Also, we had a Christmas program in which the Jewish, as well as other children, desired and had important parts. Our instructional program encourages a recognition and appreciation of worldwide customs of different kinds.

The children in kindergarten repeat an appropriate blessing at the table when they gather for the nutrition period.

One teacher has tried the experiment of taking one key quality each week. She writes it on the board and lists under it ways of expressing this quality, taking the suggestion from page 29 of Publication 402. During the week the children look for actual examples of this quality. This teacher feels that the children have gained much.

Specific events started with our Thanksgiving program. All the children were given an opportunity to express gratitude for the many and different things they have

On Arbor Day, love of beauty in the trees and flowers was stressed. Lessons from the life of Luther Burbank were discussed. We planted two camellias and a flowering plum to beautify our court.

At our memorial service for former Superintendent of Schools Susan M. Dorsey, the children told in their own way how Mrs. Dorsey lived up to all the key qualities. There seemed to be a great sense of reverence.

We have worked to make the school a beautiful school thru good

housekeeping, fresh paint, attractive draperies, new pictures, and new books. We have noticed a sense of pride; one child remarked, "School is as pretty as a movie star's home." We feel we have developed a degree of loyalty and respect of property, and an attitude of head up, instead of head down.

Our pupil committees and a council composed of committee chairmen contribute to emphasis of key qualities. They hold regular meetings with their sponsor and committee chairmen rotate in taking charge of assemblies. Children grow in responsibility thru service. The fields of service include: athletics, auditorium, cafeteria, flower arrangement, flag raising, garden, Junior Red Cross, kindergarten, library, lost and found, and nurse's aid.

Many spiritual values were developed in a study of the United Nations organization in our fifth grade. It began when one child brought a doll and native costume of Norway and told how the way of living there was influenced by the country's geography. Other pupils reported on other countries; we shared books, dolls, pictures, clippings, and other information. We made a world map and kept up a bulletin board.

The children initiated this study, and they accepted their responsibilities individually and collectively for making it of value. They brought materials of great value to the classroom, shared them, and yet cared for them adequately. They showed great initiative and accepted their responsibilities in their activities. Interest in world affairs was aroused.

The spirit of cooperation was in evidence thruout this work. The children worked alone, in groups, and as one group as the occasion required.

This unit was rich in spiritual values of appreciation. The children learned of the many fine contributions made to the United States from some of the countries we studied. This helped them to understand the real meaning of democracy in our country. It is to be hoped that this understanding will be lasting and beneficial in our own community.

Evaluation of the Program

Evaluation has been informal but continuous. Various groups of teachers and principals have been asked to submit "Progress Reports" on topics studied and methods used that have been helpful in developing moral and spiritual values. Teachers were asked, for example, to give anecdotal records of individuals or groups whose attitudes had appeared to change as a result of the classroom recognition of moral and spiritual values.

The form of the "Progress Report" blank was such as to help the individual teachers and principals in evaluating their own efforts.

In addition to the hundreds of reports on helpful activities and methods, many examples were given of the effects on attitudes and conduct of pupils. Such concrete results were mentioned as less frequent fighting on the playground, promptness in turning in articles and money found in the school, better attitudes toward minority groups, and less cheating. Improvement in unfavorable conditions received more notice than good conditions that were made better, but there was mention of the latter type of results also.

Conclusion

The response of parents, pupils, and school faculties to this effort has demonstrated the fact that a need existed for a new emphasis on spiritual values in education. Not only the curriculum division, but the assistant superintendent of schools in charge of elementary education and his staff, did much to encourage the program. The suggestions to teachers from the central school office have dealt with spirit and approach rather than with time allotments and specific content. As a natural consequence the effect of the suggestions on the various classroom programs has varied from no apparent change to the adoption of many class procedures reflecting a deepened awareness of spiritual values.

The emphasis upon moral and spiritual values cannot be a thing apart, but should be an integral part of school and classroom activities. However, a certain amount of direct teaching can be valuable if it is concrete and timely, concerned with a specific issue or incident, and not merely moralistic and didactic. Democratic procedures in the classroom and in the school as a whole are basic to such a program. The interest, enthusiasm, and understanding of the teacher are the primary elements in the emphasis upon spiritual values in education.

Chapter IV

THE INDIVIDUAL CHILD AND THE INDIVIDUAL TEACHER FIND SPIRITUAL GROWTH

EVEN in unfavorable conditions, some teachers succeed in keeping spiritual values pre-eminent in living with a group of learners. Some teachers, even in a school where the general atmosphere is wholesome and constructive, are out of tune because of their own attitudes. The teacher can develop spiritual values in children only as those values are a part of the teacher's own character. The teaching cannot rise above its source.

The nine articles that make up this chapter deal with the opportunities of the individual teacher and the problems and response of the individual learner. Teachers of different grades report their agreements as to ways in which spiritual values are developed and give examples from their own classrooms. A principal describes the work of two teachers who used different approaches to build cooperation and goodwill. A teacher in a great city tells of a fourth-grade class that lives cooperatively. One article describes a plan by which pupils analyze ethical problem situations as a basis for better individual decisions. A teacher of second grade tells of simple things that make a day of happiness and growth for her pupils. Several articles give brief vignettes, based on observation or personal experience, in which an individual has found a new insight, or a new lift of the spirit, or has opened the way for spiritual growth in others.



Public schools, Rochester, Minnesota

Children experience for themselves the lift of the spirit that comes in responding to beauty and in creating the beautiful.

Teachers Think Together about Spiritual Values

BUCKS COUNTY TEACHERS' FORUM¹

Bucks County, Pennsylvania

THE Bucks County Teachers' Forum, a group of about thirty teachers chosen from the three hundred sixty elementary teachers of the county, devoted one of its meetings to the discussion of the outline for the 1947 yearbook. As part of the evening's activities a list of the values toward which the school should direct its effort was evolved. These were grouped under the following heads: personal, social, intellectual, emotional-esthetic, religious, recreational, and physical. The rest of the meeting was spent in discussing the ways in which these values could be developed in the schoolroom. The consensus of the discussion is given in the two paragraphs that follow. Individual reports make up the remainder of the article.

The building of values, of a personal, social, intellectual, emotional-esthetic, recreational, and-physical nature, is a part of the school's responsibility as definitely as the building of scholastic skills and information. In order to build such values the teacher must be convinced of their worth and aware of their relationship to the accepted activities of the school. But most of all, he himself must exemplify the integration of these values into the personality pattern and social relationships of an adult individual. Only as they are truly a part of his own character can he develop them in the children with whom he works.

The greatest agency for the building of these values in the schoolroom is the contagious dissemination which takes place when the mature leader of the group—the teacher—is himself guided by them in his relationships with the immature and imitative members of the group—the children. Articulating them and purposefully inculcating them can proceed successfully only when they are first deeply

¹ Contributions included from Marion Appar, Genevieve Bowen, Esther R. Burd, Nellie Main, Laura Riddle, Ethel B. Shick, and Eleonore Wittig.

interwoven into the fabric of the relationships and activities that make up the group's living together.

The following examples reflect the observations of individual teachers of the emergence of spiritual values in the reactions of children to their school experiences.

Kindergarten Children Learn To Be Grateful

Each day when our lunch is ready we all bow our heads and sing a prayer before we begin to eat. Many parents have told me that the children ask to do this at home also. I have been pleased to find this carry-over from our school habit.

In our story hour Bible stories are read, as well as other literature. Children often request these. Many of them bring their own Bible story books for me to read to the group.

In our discussion periods, when we talk about nature, the seasons, and weather, the children speak naturally of God's sending the sunshine and rain to make the plants grow and the flowers bloom. Often poems or songs, too, stress thankfulness for God's many blessings. Thus children learn to recognize the Source of the beauty and well-being which they enjoy. . . .

In kindergarten *talking about* adult values is not sensible. Instead, we try to live and experience an atmosphere of "Fair Play" among the children, and between teacher and pupils. This can do much to lay a foundation upon which we may build all the other spiritual values that the school hopes to develop.

The First Grade Responds to Beauty

To strengthen and deepen the spiritual side of our children, we aim to have them feel the presence of God in His handiwork—the dogwood and blooming flowers of spring, the songs of birds, the hills and river, the sunshine and rain, the beauty of an artist's picture, the melody sung or played by artist or artists, the love of parents, joy in work well done, appreciation of outstanding personalities of those about us, the loving care of One who watches over and cares for us thru all time.

Third-Graders Learn Kindness and Responsibility

Once, when a child was having a birthday and we wondered what we could do to make him happy, someone said "Let's tell him all the things we like about him!" Since then this has become a custom in our

room. Anyone who wishes may tell the "birthday child" some agreeable trait which has been noticed or enjoyed, improvement in work or behavior which has been noted, or any other personal comment which will give him pleasure.

It has been a source of amazement to me to see how accurately the children evaluate each other. Only rarely does a child offer an unduly flattering comment. Also, the custom has developed a sense of appreciation of the best in their associates and a positive attitude toward those with whom they work and play.

At first, it was amusing to see them searching for positive comments regarding some children who were not too well liked, and a few times I had to supply a few to save the day. But, significantly enough, this problem has decreased! Even tho he himself is "praised" only once in a year, each child tries, consciously or unconsciously, to develop those qualities which are accepted and appreciated in his classmates. . . .

I have observed, in the making of gifts at Christmas or Mother's Day, or in a project for a sick classmate, that the joy and satisfaction of work well done is most easily stimulated. Many times the result obtained is the measure of the degree to which we have been able to express love, sympathy, and thoughtfulness for others. It has given me a great deal of joy to watch a simple project of painting a cheese box and going on a trip to a local florist to purchase flowers to fill it. The door opens here for discussion of ways to express that love in everyday living, thru kind deeds, thoughtfulness, and obedience. . . .

Since the home coming of many veterans with articles from foreign lands, we have added opportunity to stimulate appreciation for abilities even of our so-called "enemy countries." There have been many expressions of admiration of the workmanship and beauty of the articles, and the thought that people who love beauty and fine workmanship have much to offer to the world.

This is one place where the school may grasp an opportunity to develop the spirit of brotherhood and interdependence which we all need. Thru world friendship boxes we can also stimulate the urge to share, to sympathize with, and to understand others. . . .

Thru experiencing the joys and problems of leadership in a school-room committee a child may realize the value of practicing the principle of the Golden Rule. Our third grade has a miniature organization patterned after the organization of our community: *Mayor*—who tries

to keep things going smoothly if the teacher is called out of the room, takes care of papers and of corrected work until closing time; *Street Inspector*—keeps floors clean, passes wastebasket; *Board Inspector*—cleans boards, chalk and eraser care; and *Florist*—cares for flowers and plants. This practice has afforded a splendid opportunity for the teacher to observe traits of leadership and to watch the development of a sense of responsibility and cooperation.

Success Helps a Fourth-Grader

Vinny is a little fellow whose chief trouble has been his lack of confidence in himself. He is of low IQ and altho he works hard he doesn't quite measure up to grade standard. At the beginning of the year, when he attempted anything, he would get a worried, hurt look, and just be sure he couldn't do it. I had encouraged him on several occasions, saying that if he tried he would find he could do far more than he thought.



Day camp, public schools, Vallejo, California

Appreciation of natural surroundings leads to better living.

When we started to work on Indian dioramas, Vinny was working on the Seminole group. The chairman of the group was ill a great part of the time. The morning she was first absent Vinny had brought in a very nicely carved dugout canoe. The children had examined it and pointed out several good features about it before school. I could see that his success was giving him something of what he lacked. When it came time to work on the dioramas in class, I asked Vinny if he would take the place of the chairman. He responded at once and carried on during her absence, showing fine qualities of leadership. The children, too, commended him several times. Only once since then have I seen him fall back into the habit of worrying because he couldn't do a thing.

Introspection in the Sixth Grade

For two periods these last several days my sixth-grade pupils and I have talked about our inner feelings. It is a bit difficult for children of this age to think, or put into words or writing something so abstract as a feeling, other than physical. We talked about fine feelings—feelings that made us want to do better and finer things for both ourselves and others. If we have such good feelings, what inspired them—how were they created? Was it anything we did in school—was it when we were alone and quiet, or when we were out-of-doors? Did music, or our art lesson, stimulate them? They wrote their thoughts or messages to me in short statements or letters.

Thru these papers I found that Nature in one way or another was responsible for the majority of the group thinking on a higher level. One said when he was alone under a tree he felt that he wanted to be a part of something as beautiful as what he saw around him. A girl said the sun and clear blue sky made her feel as if she must help other people in some way, or make them understand the things she understands. Two factors which are perhaps responsible for these out-of-door inspirations are:

1. Our thinking is influenced by our environment—these are rural children and therefore closer to nature.
2. Bird Club work for two years may have influenced love of birds, trees, and surroundings. Activities of the club included the following:
 - a. Carrying on a club meeting
 - b. Carrying on a club program
 - c. Carrying on a bird-house building project
 - d. Carrying on a scrap-book contest
 - e. Hikes in the open

- f. Trips to parents' homes to observe wild flowers, reforestation projects, and picnics.

I feel certain that the following are values gained thru this club work, which has given these children an appreciation of their natural surroundings to the extent that proximity to them is somehow giving them a sense of better living:

- a. A sense of personal responsibility
- b. Practice in group planning
- c. Increased skill in accepting responsibility
- d. Respect for personal property
- e. Joy in the out-of-doors
- f. Responsibility in the care and beauty of school grounds
- g. Preservation of wild life
- h. A challenge to thinking.

Self-Rating Helps a Seventh-Grader

One of my girls was very outspoken and often rude. She would not hesitate to say she didn't like someone, within his hearing. She took a dislike to a new classmate and let her know it at every opportunity.

I felt that talking to her would not be helpful, so I decided to try self-evaluation. I had a copy of a report card which listed behavior traits. I made copies for all the children and asked them if they would like to check themselves—as they thought they would be rated by their classmates or friends. We discussed the items carefully before the checking began.

After each child had checked himself we discussed things in which we all needed to improve and decided to work on these, rechecking ourselves in a month. Little was said about the individual checks, but several children volunteered that they "were going to get rid of their minuses." Some even suggested that these cards should be sent home if the minuses persisted.

No cards have been sent home, and I have heard more exclamations of "I'm sorry!" or "Please excuse me!" on the playground since then than in all my years of teaching. Best of all, the first offender is now the best of friends with the new girl she once "disliked."

Some Ways of Creating Mutual Respect in the Classroom

By C. H. ELLIOTT

*Principal, Burnside School
East Hartford, Connecticut*

MANY teachers in their daily work build morale and good feeling among their pupils as a by-product of an enthusiastic and energetic approach to the problems being faced by the pupils in their studies and group relationships. Sometimes an activity developed with one particular group is found to be interesting to successive groups of children and is carried forward from year to year. Two examples of sustained activities that have contributed to the spiritual growth of pupils are reported briefly in this article; other examples could have been used as most teachers develop their own individual differences in ways of dealing creatively with children.

Folk Dancing for Fun

One teacher used folk dancing as a medium for building group understanding and class spirit in her seventh-grade classroom. She dances well herself, plays the accordion, and is enthusiastic about folk dancing. As a college student she was one of a group selected to demonstrate the various folk dances.

Folk dancing is an important part of the culture of any people, be they American, French, Russian, or German. Many of the dances reflect the spirit and character as well as the thinking and attitudes of the people. Peoples from practically every section of the world have contributed to the American culture. Folk dancing and folk music are gifts of the immigrant peoples to the making of the United States.

In school, folk dancing is readily tied in with work in the social studies. We have no gymnasium and use a grim, basement room with concrete floor and walls for physical-education work when the weather is too severe to go outdoors. The dreary old basement be-

came quite cheerful and lively when this teacher's seventh-grade boys and girls of several backgrounds learned the dances of different countries. To see them it was obvious they were having fun. Some would think this was a waste of taxpayers' money, and a waste of time. But the experience with folk dances helped to develop a better feeling among the children and a greater respect for peoples of every group. In class they studied the history, geography, arts, and customs of the peoples whose folk dances they learned.

Individual Good Citizenship—the Concern of All

One teacher of the eighth grade achieves success thru creating the feeling that her thirty-five pupils are one large class family, each interested in what every other pupil is doing and all interested in the welfare of the class as a group.

Early in one year, the class constitution was drawn up by the children and written on the board where it was in plain sight at all times. The eight rather simple rules were really quite comprehensive, and still they did not set a goal impossible to reach.

OUR CONSTITUTION

1. I shall keep myself healthy, clean, and neat.
2. I shall conduct myself in a considerate, orderly manner at all times.
3. I shall cultivate friendliness and generosity of spirit in my relations with others.
4. I shall try to make other people happy
5. I shall work to the best of my ability.
6. I shall strive to be kind, helpful, and polite to others.
7. I shall be honest with myself and my work.
8. I shall strive to be quiet and gentle in my actions.

The teacher loved children and loved teaching. On the basis of a rich background of experience she understood how to provide activities to stimulate an atmosphere of happy, purposeful industry in the classroom. Each child was helped to use all of his endowments and to work up to capacity.

There was a feeling of "togetherness" in this class family. The teacher tried to give each child a sense of emotional security, a feeling of being loved and wanted. She tried to help each individual achieve self-balance and social balance.

The children were allowed freedom and were taught how to use it. Each month the class elected officers—a president and a secretary. Pupils were always led to consider the effect of their conduct on other people. Much effort was put into impressing the pupils with the importance of regard for the welfare and comfort of others.

Several large projects were undertaken that allowed opportunity for correlation of work in social studies, art, language, spelling, and various forms of self-expression, which at the same time provided opportunities for cooperation, courtesy, and mutual respect. For example, the class constructed a Columbus play, sentence by sentence, from the contributions of each child. The production called for unified effort toward a common goal; pride in each other's achievements; mutual help; mutual criticism in a friendly, constructive spirit; no egotism; and no jealousy.

The classroom emphasis was on cooperation rather than competition. The children were eager to help each other. Every good piece of work was praised and all progress was appreciated. Quarrels in the classroom or playground seldom occurred. While the children's behavior was not perfect the noticeable thing about the group was the feeling of good fellowship within the class. They took pride in the achievement of any large sustained piece of group work.

As a culmination of the year's efforts the children wrote a book which they called *Builders of Democracy*. The emphasis was on the ethics of human relations in a democracy. Service to humanity was recognized as one of the attributes of human greatness.

Enthusiasm Is Contagious

In both of these classrooms, an enthusiastic focus on one type of activity carried over into ideals and relationships that to a certain extent permeated the life of the classroom. The atmosphere is one of happiness and mutual sharing in projects that give the pupils a sense of achievement and growth.

Living at High Levels in a Large City System

By MABEL KENNEDY

*Teacher of English, Andrew S. Draper
Junior High School, New York, New York*

WITHIN recent years a new curriculum for the elementary schools of New York City has been in the process of continuous development. It emphasizes child growth and development, and stresses the continuity and the interrelationships of learning.

The new program gives the teacher many opportunities for the guidance of children toward the attainment of such spiritual values as kindness, generosity, integrity of thought and action, respect for others, respect for self, appreciation of beauty, self-direction, effective cooperation, sense of duty, and loyalty. Success of the program rests with the teacher. Organization, curriculum, equipment, important as they are, count for little except as they are vitalized by the living personality of the teacher. To promote spiritual growth in the children, the teacher must be aware of spiritual values himself. Children are not born with appreciation of spiritual values; this insight must be acquired.

Guiding Principles

The basic principles laid down in the bulletin *Curriculum Development in the Elementary Schools* form the nucleus of the official program of elementary education for the city of New York.¹ These fundamental guides to procedure and philosophy may be summarized as follows:

1. A flexible and adaptable daily program
2. Cooperative teacher-pupil planning, teacher as a guide
3. Sharing of experiences
4. Sharing of responsibilities and practicing self-discipline

¹ New York City Board of Education *Curriculum Development in the Elementary Schools*, Curriculum Bulletin, 1945-46 Series, No. 1 New York the Board, 1945, p. 219

5. Purposeful learnings. There must be a desire for whatever work is undertaken and the real purpose must be apparent to the child
6. Vitalized learnings based on actual classroom experiences
7. Adaptation of learnings to the slow learner and enrichment for the gifted child
8. Gradual rather than forced or hurried learning
9. Significant and effective drill, adjusted to individual needs
10. Provision for individual progress in planning activities so that every child has a measure of success and gratification in his accomplishment.

The teacher must have a complete understanding of these basic principles before he can proceed to plan and organize his work. The children learn from the teacher to value certain things and to reject or disregard others. The teacher influences their outlook on life, and their attitudes toward themselves and toward others.

This article outlines the activities in one class of fourth-grade pupils, aged nine to ten years. It reveals various ways in which the program utilizes ethical, esthetic, and emotional experiences that help to elevate and free the human spirit.

Planning Together for Cheerful Surroundings

As soon as the teacher received the class he made a thoro study of the pupils' records, in order to get a picture of their abilities, achievements, and personality traits. Under his guidance the children proceeded to discuss ways of arranging their classroom so that it would be bright, cheerful, and orderly. This gave the pupils an opportunity to develop values thru practice in making choices. One group decided to construct a class museum. Several wooden orange boxes were brought in, placed one upon the other, and painted. Contributions from members of the class were labeled and arranged upon its shelves. These consisted of shells, moneys from foreign lands, rock specimens, cotton bolls, various kinds of grains such as rye, wheat, rice, and barley. Another group undertook to prepare a permanent bulletin board for the display of weekly news items. Still another group assisted the teacher in the arrangement of an attractive library corner where books for varying reading abilities

and interests were displayed. The children also helped the teacher in transplanting and arranging plants for the window sills. The pupils voted for their various class officers. These included a president, vicepresident, secretary, librarian, assistant librarians, class museum curator, gardener, assistant gardeners, housekeepers, and reporter to care for bulletin board. The roster of officers was posted in a conspicuous place for reference. All of these duties may be regarded as potential learning opportunities. Thru them the children could gradually learn to assume responsibility to the class.

Broadening Interests

The children responded wholeheartedly to a clothing campaign that was in progress early in the term. As the children discussed the various reasons for the campaign they became aware of the needs of little boys and girls just like themselves in other parts of the world. The teacher displayed pictures and provided stories from the *Junior Red Cross News* that made the needs very real. These suggestions led the class to decide to have a term unit called "Children Around the World." The teacher posted beautifully colored pictures from the *National Geographic Magazine*, showing scenes of Switzerland, the Netherlands, China, Alaska, and Canada.

The teacher and her children proceeded together to block out the work for the term. Acting as guide, the teacher provided opportunities for the children to make decisions and to assume responsibilities suited to their maturity and capacity. The teacher sought to promote growth in self-reliance, self-direction, self-discipline, and the understanding of democratic relationships.

Four groups of people were chosen for study: Eskimos, Swiss, Dutch, and Chinese. Since the children later said that they enjoyed the study of the Netherlands best, a brief description is given of the procedures followed.

Thru thought-provoking questions the teacher elicited from the class topics that they wished to study about the Netherlands. Then, the class divided itself into committees to do research on such topics as climate, food, dress, market places, animals, birds, farms, homes, music, sports, customs, and dances. Each committee chose a leader

whose duties were to post the names of those serving, to report to the class on progress made, and to assume responsibility for sharing materials and supplies.

The first function of each committee was to compile a bibliography. The teacher placed a great number of attractive books about the Dutch in the library. The books were adapted to the various comprehension levels of the pupils. While the children were using the classroom books there was a fine spirit of good fellowship, fair play, and thoughtfulness for others. If one child found a story or article on another child's topic the book was passed to that person, and if two or three people needed the same book it was willingly and freely shared. Pupils need many such opportunities for free and informal associations. Participation in satisfactory social experiences reinforces the learning associated with these experiences. Many Dutch stories were read. Some original stories and poems were written using the Netherlands as a background. Each child had the opportunity to express himself freely and in a creative way. Great emphasis was placed on the process of self-expression, which flowered in the presentation of a play that was written, costumed, and acted by the class.

Growing in Judgment and Self-Control

Pupils seemed to experience growth and satisfaction in planning with the teacher for each day's activities. They placed the program on the board so that it could be referred to during the day. The schedule was flexible and adapted to the current interests and needs. Time for individual or group instruction was prolonged or interchanged when necessary. It is only thru daily experiences that the children grow in ability to budget their time; to anticipate problems, difficulties, and opportunities; and to deal completely with them.

In seeking the attainment of spiritual values, the teacher must guide the experiences of the children so that there is continuous growth. He must be ever ready to adjust plans to group or individual needs. He must provide many opportunities for practice in making value judgments. Insistence upon courtesy should be the starting

point and no breach in good manners should be overlooked. The teacher must set the example by being completely courteous to the children. Each child should be made aware of the teacher's special consideration for him. Children love attention and they are great imitators. To treat a child with firmness, but in a kind and courteous manner, contributes to the child's progress in self-discipline and to wholesome personal growth.

Art and Music as Gateways to Understanding

In order to broaden the experiences of the children and to encourage creativeness, the teacher arranged for the showing of slides, filmstrips, and movies. A trip to the Museum of the City of New York proved most profitable. The exhibits were stimulating and helped to intensify the mental pictures acquired from reading. Art activities planned by the children included a sandtable project and a blackboard frieze. These projects gave opportunity for the teacher to guide the children in appreciation of color, form, and harmony, and in skill in producing them. In carrying on these activities, the children showed great appreciation, happiness, and satisfaction in work well done. The spiritual values attained from this feeling of self-fulfilment were truly great.

The children received many opportunities to see and discuss good pictures. Thru contacts with fine examples of art they were led to a deeper appreciation and love of beauty. This was manifested by the large picture collection which the children contributed to the "Class Art Book." Knowing that the classroom itself would have a great influence on the mental and emotional attitudes of the children, the teacher displayed a few inspirational pictures which were changed frequently. Care was taken in the arrangement of items on the bulletin boards, the mounting of pictures, and the changing of exhibits. Soon the children assumed these responsibilities. Artistic arrangements made by the teacher had a marked influence on the children's behavior and creative responses.

One day Fred brought a package of Dutch pictures from the public library. When his group leader called upon him for his contribution,

he said, "I can't read like you, so I can't tell you anything about what I read. But I have brought some beautiful pictures which I'll talk about." He gave such an interesting talk that it was followed by spontaneous applause. Moreover, the class president offered to help him with his reading, whereupon several others offered to do the same. Fred was overjoyed at the extra attention from the group. The teacher noted that during the remedial-reading periods Fred worked assiduously for the first time. After this he showed constant improvement. This cooperative participation exemplified the true meaning of spiritual values. It gave the boy faith in himself and in the knowledge that untiring effort will bring success.

The new program recognizes the fact that the acquisition of values thru group experiences takes place not only by being in a group but also by self-expression in the group, and by being a member of a group as it expresses itself. Therefore, great stress is put on music for it allows the child to express his emotions thru individual and group activities. These activities might be rhythmic, vocal, and instrumental. In addition to other musical experiences, such as listening to records and interpreting Dutch songs and dances with imagination, they organized a class band. The music period was always one of keen enjoyment.

Constant Awareness Required

The teacher must seize every moment of the day to guide experiences so that minds and hearts will respond to happiness, goodness, and beauty. His efforts may not be seen immediately but with constant striving, impressions will be made and expressions will be sure to follow. Take for instance the exclamation of the boy who suddenly stood still to gaze out of a window. "Look," he said, "the river looks like a sheet of liquid gold." Not only did this boy feel a deep appreciation for the beauty of the water shimmering in the afternoon sun but he wanted to share it with others.

Case Studies in Ethical Values

By THOMAS E. ROBINSON

*Superintendent of Schools, Mercer
County, Trenton, New Jersey*

THE teaching of high ethical values and acceptable patterns of behavior is a major task of the school for learners of all ages. Yet the emphasis in the elementary school on ethical development of its learners can be more easily justified in point of returns than can a similar emphasis placed in any other area of the school organization.

There is reason to believe that from birth onward the child progressively becomes more difficult to train in character, moral conduct, and ethical values. The home, which has the first opportunity to mold the child spiritually, thus is the most important societal agency. The nursery school, in the few school districts in which it exists, occupies a strategic position in the field of ethical development, since it receives the child at a very malleable age.

But the first educational agency that enrolls practically all of the children of all the people is the elementary school, in which pupils live and learn with other children from the age of five thru early adolescence. By the time the children reach secondary school their ethical patterns have become fairly well outlined.

Much of the elementary school's work in the field of ethical values must of necessity be directed at individuals, and must of necessity depend upon the character of the teacher for its success. Yet there is a type of group experience, designed to build understanding and clear thinking, that is beneficial to all children. It can form the bedrock upon which individual guidance can be firmly built.

Several schools with which the writer has been associated have attempted to provide group experiences in understanding and practicing ethical values thru the study of problems. They have felt that the best way to make pupils think of the principles that govern social conduct is to face them with a real problem to think thru. Most pupils like the concreteness of a problem (as do most adults);

it brings principles of conduct out of the abstract and into the clear light of experience.

These schools built a series of problems, approximately forty in all, dealing with situations that might occur in schools. Typical of the problems constructed was the following:

The Case of the Misspelled Word

Two boys are in a spelling contest conducted over a radio station just before Christmas. A prize of \$5 will go to the winner. The parents of Christopher are quite wealthy. The other boy, Peter, is very poor and in need of the prize money. Finally the two boys alone remain in the contest. The judge asks Christopher to spell *sarsaparilla*. Christopher can spell the word, but he feels that Peter needs the prize money more than he does. Christopher purposely misspells the word, and Peter wins the contest.

Discussion Guides

1. What was the purpose of the contest?
2. Was Christopher dishonest when he purposely misspelled the word?
3. Did Christopher have any duty to himself? to Peter? to radio station?

Do You Believe

1. That Christopher did the right thing? Yes — No —
2. That everyone should do his best at all times, regardless of the circumstances? Yes — No —¹

Definite Procedures Help Crystallize Views

In studying problems, a definite procedure is usually advisable. The following plan was used successfully in several schools:

1. Select a pupil to read the problem orally, as the others follow the problem on the blackboard. All the conditions of the problem should be clearly understood before the discussion begins.
2. Appoint a student discussion leader who has previously been given sufficient time to study the problem thoroly.
3. Let the pupils discuss the problem, using when necessary the discussion questions to keep their arguments focused on the solution.

¹ Adapted from Robinson, Thomas E., and Robinson, Richard R. *Growing through Problems*. Boston Ginn and Co., 1940. p. 17.

4. Ask the teacher not to insert her own opinions, altho she may formulate questions calculated to guide irrelevant reasoning back to the problem.

5. Make no attempt to limit the discussion of a problem to one day. Some problems can profitably be utilized for several periods of discussion before the pupils are ready to render their decisions on the answer.

6. At the end of the discussion, have the discussion leader ask pupils with opposing views to summarize, in brief form, the positions they are defending, with the arguments they are using to support their positions.

7. After the problem has been completely discussed, permit each pupil to vote his opinion on paper.

8. After the results are tabulated, have the teacher explain the reasons that probably underlie the voting trends. The opportunity is present,



Public schools, Des Moines, Iowa

Learning can be fun. Intellectual insight and creative thinking bring a thrill to the thinker, whatever his level of accomplishment.

however, for the teacher to bring to the attention of the students certain arguments that she feels they may have disregarded or underemphasized.²

The problems used for discussion must be real problems. They must contain in themselves a sufficient number of elements to permit an honest difference of opinion. If there is unanimity of opinion regarding the correct solution, it is probable that the problem is a poor one.

The Use of Problems Encourages Thinking

Students, by the problems they meet and think their way thru, build their own lives. Nothing is more important in education today than (a) helping pupils build their lives on a strong foundation of thoughtfully acquired habits of attitude and conduct, and (b) developing in them the habit of thinking thru a problem.

Pupils develop attitudes, ideals, standards, and behavior patterns best when teacher guidance is indirect. The desire of pupils to meet the standards set by pupil companions is more important than the teacher's enunciation of correct principles of behavior, and any sermonizing about them. Experience has shown that the majority of pupils in almost any group either have ingrained in them correct attitudes or have the ability to reach sound conclusions when opportunities to solve problems are placed before them. There is a decided inclination for pupils who possess unethical standards of conduct or who reach unsound conclusions to accept the decisions of the majority in order that they may enjoy the social approval of their group. And history has shown that no standard of behavior or conduct can be observed and enforced unless the huge majority of people accept and approve it.

In general, the problem approach produces outcomes that are four-fold: (a) it brings about the improvement of the ability to take part in discussion groups; (b) it helps to clarify the background of many behavior situations; (c) it aids in the development of guiding principles of conduct; and (d) it strengthens oral language abilities.

After a few of the problems have been studied, pupils become

² *Op. cit.*, p. 5-6, adaptation.

alert in uncovering problems peculiar to their own school that lend themselves for discussion. A good practice is to permit pupils to write, in their own words, problems that they encounter and leading questions to guide discussion. In writing the problems, pupils should be asked to remove or disguise all names and identifying details. The original problems, thus secured, provide good materials for a more extended study, or they may be used as fresh material for discussion in the following year. It will be found that:

1. Many pupils do not possess a strong background of knowledge regarding what is right and what is wrong. Teachers who have long been punishing pupils for obvious lapses of conduct have suddenly discovered that there is a job to do in building the foundation of moral principles that we have assumed was already the possession of all pupils.

2. Few problems met by children can be solved by automatic adherence to right principles of ethics. Today's problems are complicated. Often there is no wholly correct answer. Solutions are painted not in blacks and whites, but in grays and shades. Thinking is required to apply ethical standards to complicated problems.

3. Pupils who think thru problems before they actually occur—with the pressure of emotion absent—are more likely to respond correctly in similar situations that arise later, because they apply to the solution the ethical principles that have been developed thru unhampered reasoning.

Conclusion

The chief enemies of correct attitudes, high ethical standards, and fine spiritual conceptions are ignorance, prejudices, and lack of reasoning.

It is the writer's conviction, based on his experience, that great progress can be made in developing and elevating group ethical standards thru the use of well-constructed problems, discussed democratically, and solved cooperatively on the basis of reasoning.

For in the solution of problems, discussed dispassionately, unhandicapped by the emotions that permeate every actual situation after it has arisen, ignorance is dispelled, prejudices are revealed in their true colors, and the essential habit of critical, constructive thinking is strengthened.

A Child's Trouble, the Teacher's Opportunity

By HERMAN SCHREIBER

Principal, Public School 26, Brooklyn, New York

HE was a bad boy by the usual standards. He had failed to make those adjustments to his classmates and to his teacher that usually mean peaceful, cooperative living with those about him. Matters had been made worse by the sudden departure of his teacher for enlistment in one of the auxiliary branches of the armed forces. For a number of weeks, he and his classmates had been broken up into groups and deposited with different teachers in the school.

Finally a new teacher was added to the staff and the class was reconstituted. A new teacher, capable, fresh, resourceful, faced this new group with fears that she could not define. At the end of the first day she was a very discouraged person. The close of the second day still found her somewhat depressed at her failure to win over the group. On the third morning, a situation and an inspiration combined to clear the clouded skies. On this morning the "bad boy" came to school alone and late as usual.

As he walked to the rear of the room, the teacher caught sight of his shirt thru the open seam of his jacket. Instead of scolding him for his lateness she asked instead whether he knew that his coat seam was completely open. The boy bitterly replied that he did and almost in tears explained that his mother had refused to sew it for him. The teacher said, "Let's do it right now! Can you sew a little?" An affirmative answer was enough. The teacher suggested that they both sew it together, she starting at one end of the seam and he at the other. They met in the middle good friends, and with a repair job finished that was admired by the other pupils.

There was a touch here of home—a home the boy did not know. For the first time he had the feeling of belonging—a knowledge of acceptance by his group. The element of security which is every child's

birthright in the home and one of his "inalienable" rights in the school, denied him up to now, was now to be his, at least in school. He was beginning to know the success that matters most to the human being as a social animal—winning the recognition and affirmation of the group. This is the meaning of the phrase, "the mental hygiene approach in education"—the warm understanding that gives a sense of security, that brings psychic comfort to the troubled, that applies "success psychology" to the social situation.

The schools need a better distribution of simple human kindness of and by teachers, principals, and supervisors for the children. A monopoly of kindness, in which all the kindly wisdom and gentle understanding is in the hands of principal or supervisor, will not do. Rather, what is needed is something like the practical idealism and philosophy of the consumer cooperative where everybody works together and shares together for the common good. Under such conditions only can an adequate supply of genuine kindness reach our ultimate consumer, who in the school situation is the child.

Courage is a form of self-reliance. Let us definitely teach each boy and girl that in the final analysis it is the quality of his own soul that determines his destiny. If he can face the future with faith in himself and in the contribution he has to make to the world—if he can accept his fellowmen with appreciation and good will—he will have the courage it takes to live the good life.

—PUBLIC SCHOOLS, LOS ANGELES, CALIFORNIA,
Moral and Spiritual Values in Education

He Who Conquers Himself

By F. B. SMITH

Principal, Newton Booth School, Sacramento, California

THE new principal was a trifle skeptical of the judgment of the apparently stable and capable teachers who accepted the leadership of Bobby M., a fifth-grade student, without question. Altho the only fifth-grader on the traffic patrol, he was the assistant captain. He proved to be a good student, cooperative, and extremely popular with both boys and girls, but the principal wondered if the high esteem of the teachers accounted for his leadership.

One day in a baseball game Bobby was captain of the losing side, playing his heart out and receiving no support, for all the best players were on the opposite side. He was pitching his best tho tears of anger ran down his cheek. The physical-education teacher stopped the game and talked quite sensibly to the boys on both sides. To the winners she expressed disapproval of those who won by taking all the best players. The losers she chided for poor sportsmanship for not playing their best even tho the odds were against them. She singled Bobby out and said, "Bobby, a fellow must learn self-control before he is fit for important leadership."

Not long afterward, Bobby and another member of the junior traffic patrol brought two boys into the principal's office for fighting. The story was as usual on such occasions—neither one was to blame according to his version. Then Bobby asked permission to say something. Quietly he said "You know, the other day when I was so mad I was crying? Well, Mrs. Young told me I had to conquer myself if I ever wanted to amount to anything." There was a stunned silence. Then the boys who had been fighting suddenly seemed to understand that the trouble was in themselves. The interview was over, so far as the principal was concerned, for the boys had reached a vital decision. Thereafter the principal joined the chorus of "Let Bobby M. do it," because he had learned the secret of Bobby's leadership, which was ability plus humility.

Light on Today's Children

By PETER H. SNYDER

Principal, John Adams School, San Diego, California

THE seven little stories that follow are all true. They remind us that spiritual values are missing from some children's environments; the school must receive these children where they are and lead them as far as possible toward the good life. Whatever the handicaps, some children rise above them toward honesty and brotherhood.

Values in Reverse

Most parents are glad to support the efforts of the school to build spiritual values. But not always. Here is an example that may help to explain the difficulty some children have in learning to be co-operative and responsible citizens.

The Doanes had visitors, including a little boy about five years old. Next door neighbor, Mrs. Baker, found him in her garden pulling up her onions. Approximately the following conversation took place:

"Oh, here! You mustn't do that. Look! These are mine because they are this side of that cement. I want them to grow big. You mustn't pull them out. That isn't right. I'll get a pail of water now, and we'll see if we can put them back so they'll grow."

The little fellow took it all right. Then there was an interruption from the Doanes yard.

"What you bawlin' that kid out for, lady? Huh?"

"I'm not bawling him out. I'm explaining to him that I don't want him pulling up my onions."

"I'll go down and buy ya some onions if ya want onions. Just leave the kid alone, that's all."

"I don't want you to buy me any onions. I simply want to show the boy not to pull up people's things that they have growing. Now he's interested to help. . . ."

"Come-mere Joe! Get out-a there. I'll go buy ya some onions if ya need 'em that bad. Let the kid alone."

What Parents Teach

Dan is a little thief. We've all been victims, nearly. Books, crayons, toys, lunches, bicycles, lunch money, candy, teacher's money, mother's rent money, and countless other items passed thru his hands. Those were what we found out about; an appalling list for a first-grader.

The last three bicycle thefts brought juvenile court action, but he is still with us—a ward of the court in his parents' custody. His father is a naval officer.

The teachers and I, the nurse, the visiting teacher, and the probation office worker have been trying to determine why Danny steals.

An older brother's teacher, in discussing boats, asked if any of the class had been on a battleship. Danny's older brother said he had. He went on to say:

"My father took us on the boat during Christmas vacation for dinner. When we got to the table, I said: 'Look. That's the same kind of silver we have at home'."

Entangling Alliances

The kindergarten teacher asked June to take a note home to her mother. June asked, "Which mother?"

It developed there was a divorce. Both her parents had married again, and she lived sometimes with one and then the other. The teacher asked which she was living with now. "I'm living with my grandma now."

"All right. Will you take a note to grandma?"

"Which grandma?"

It developed that mother's mother and father's mother were both living. Also, father's new wife's mother was a nice grandma, but mother's new husband's mother was the grandma June was with now.

The note said something or other about cooperation.

The principal said, "Skip it!"

Demonstration Lesson

The camp nature counselor, Ryan, was an animal trainer as well as a fine teacher. He was also a practical psychologist. One of his

principles of education or training was: "If you can't think, you'll have to feel."

The camp director had a standard rule that there should be no corporal punishment. This didn't bother Ryan.

With a few minutes to kill one day, Ryan introduced the game of "Swat Tag." You know the game—a circle; a paddle; take the fellow on your right around the ring when you get the paddle, paddling him lightly all the way.

The game went well until Joe got the paddle. Joe was a bully. The boy on his right was a trusting little mouse, and Joe fairly blistered him at every step around the ring.

Ryan asked for the paddle to show Joe something. "Look, Joe." (WHACK!) "Now that hurt, didn't it?" Joe bounced from the lift he had received. "Ye-e-es sir."

"And that didn't hurt, did it?"—swatting lightly.

"No sir. That didn't hurt."

"Well then, don't hit like THIS!"

Sequel: Joe learned quickly.

For a Better World

San Diego city schools this year offered the sixth-graders an opportunity for a week's camping experience with their teachers, the trips to be scheduled at the city-county camp.

As the John Adams group reached the outskirts of San Diego on the way home, one girl remarked: "Well, we're back to civilization again." There was a noticeable silence. Another girl spoke up "I don't call this so civilized. People do lots more for each other at camp."

Born Color-Blind

One day a Negro woman asked the principal if there were any Negro boys in a certain Cub Scout Pack. She wanted her boy in that pack but didn't want him to be the only colored boy. The principal said he would find out.

A few days later he met one of the Cubs in uniform. He asked him, "Arthur, are there any colored boys in your Cub Pack?" Arthur

thought a bit, looked up seriously, and replied: "I don't know. I never looked."

Character Stuff

Honest Abe Lincoln, the store clerk, walked three miles to give a customer a few cents change that had been overlooked when she made her purchases. That anecdote has its counterpart in our affairs practically every day, but we are apt to overlook it in our concern over juvenile delinquency.

Jerry came into my office about quarter past one, wanting to talk with me. He had just come from Junior Traffic Patrol. I asked what was on his mind.

"I was horsing around out on duty and Chapman . . ." I interrupted him. We have a strict rule that the police officers shall be called



Henry Gichner, Washington, D. C.

*Kindness provides the friendly warmth so necessary for growing
things*

"Officer" rather than merely by the surname. I asked Jerry if he knew how to speak of the officer. He said he did, so I had him wait a while and then start over. When he started, he took a new approach. "When Officer Chapman took over our patrol, Officer Hanson bet him five dollars he wouldn't find any horsing around at John Adams School."

"All right, Jerry, Officer Chapman caught you horsing around and sent you in to me. Is that it?"

"No, sir. He didn't send me in. I came in."

"Well, that's in your favor, Jerry. But you know, that will have to come up in sergeant's meeting. You may go to your room now."

I turned to the inner office. Jerry caught my hand and asked me to wait a minute. I felt something in my hand. It was a five dollar bill. I looked at Jerry. There were tears in his eyes, but he met my look.

"Where did you get this?"

"At home."

"Have you been clear home and back?"

He nodded.

"And you asked your mother for this?"

"No."

"You took it out of her purse without asking?"

"No, sir. It's my money."

"You mean what you were saving?"

Jerry's lip quivered, and the tears were spilling over. "I was saving for a catcher's mitt, but I don't want Hanson to lose on John Adams School for what I did."

I handed back the money. "Here, Jerry, let me see first if I can't find a way to fix it up on the bet. We'll talk the offense over at sergeants' meeting."

He took the money.

"I meant *Officer* Hanson."

Whatever the Weather

By JUANITA STEELE

*Teacher of Second Grade,
Beardshear School, Ames, Iowa*

IN MANY primary schoolrooms, when the children have assembled, they join in singing:

Good morning to you! .
Good morning to you!
Whatever the weather
We'll make it together,
In work or in play,
A beautiful day!¹

What makes a day beautiful regardless of the weather? What puts sunshine into the room, tho blizzards may rage outside? Happiness, a feeling of proper self-esteem and respect for fellow citizens, appreciation of beauty in things both tangible and intangible—these and other spiritual qualities build into that "beautiful day."

Wonders of the Universe

A child's innate interest in the wonders of natural science often reveals itself in a glow of marveling esteem. The pollen pockets on a bee's legs, the airy and minute seeds of the huge cottonwood tree, the strata in a stone found in one's own back yard, the delicate pattern of a butterfly's wing, the emergence of a *Cecropia* moth from its homely cocoon—can anyone see or know of these and countless other specimens of natural phenomena without a consciousness of pattern—and a marveling?

In orally sharing personal experiences, children relate such events and activities as the birth of kittens, the death and burial of a pet dog, feeding elephants at a circus, currying a much loved and generously shared pony. The observer sees on the faces of fellow classmates a responsive joy, sympathy, or appreciative recognition.

¹ Parker, Horatio, and others. *Progressive Music Series, Book One*. Boston Silver Burdette Co., 1915. "Good Morning," p. 5

Art Brings Release

Art materials, particularly modeling clay, are mediums of expression which contribute much toward the all-round development of a child. One little fellow, dominated at home, sometimes treated unkindly by his playmates, often handled his clay with a seeming vengeance, and as often, finished with beautiful clay figures. One day he came to the teacher with a three-inch lion's head on the forefinger of one hand, in the manner of a finger puppet, and a little mouse of clay saucily perched in the other hand. He told her that the little mouse wasn't one bit afraid of the snarling big beast, and then he demonstrated with a growling and squeaking dialog between the two. Was this an expression of that boy's idea of justice?

Dramatic play contributes much toward helping a child find himself. Often a timid child, particularly in puppetry, loses himself in playing a character part, and in so doing wins the praise of his classmates—praise which gives him a needed boost to his self-confidence. Likewise, the child who wants to be the whole show may be "put



Public schools, Washington County, Maryland

*The school sets the stage for experiences in successful achievement
and helps the child to make the most of them.*

in his place" by a cast or audience of classmates who disapprove of his ruining their play by "showing off."

Dancing and creative music are other potential mediums for the development of spiritual values in the schoolroom.

Fair Play Brings Sunshine

Let us go out of the classroom into the hall and onto the playground. There, also, we shall find happiness and friendly rapport among children, teachers, and principal if democratic living is practiced. In such a school system, success is enjoyed and shared by all. The child who has erred is sure of justice and a new chance after he has done his best to right the wrong. Each teacher, too, knows that his mistakes will be regarded understandingly, because he has earnestly tried to do, and be his best.

The principal has to be fair and sympathetic in all his dealings if growth in spiritual values in any given school is to be real. Any school administered in a dictatorial manner will in consequence usually have unhappy, wrangling teachers. In the happy school the principal may be assured that the teachers and the children of his school admire and respect him for his fairness, efficiency, democratic principles, and friendly sympathy. His mistakes, too, are viewed with understanding. Only in an environment of mutual respect and confidence can the child develop appreciations and acquire ideals that lead him to a higher level—and will make for him each day a beautiful day, "whatever the weather."

If we work upon marble, it will perish. . . . But if we work upon men's immortal minds, if we imbue them with high principles, with the just fear of God and the love of their fellow men, we engrave on those tablets something which no time can efface.

—DANIEL WEBSTER, 1852

Spiritual Values That Haunt the Memory

By UNIVERSITY OF COLORADO
SUMMER-SCHOOL STUDENTS

University of Colorado, Boulder, Colorado

IN the summer of 1946, the chairman of the Editorial Committee was on the faculty of the University of Colorado, Boulder, Colorado. He explained to his classes the plan and purpose of the yearbook on spiritual values in the elementary schools and asked the students who would do so to give him brief statements from their own experience which demonstrated the meaning or growth of spiritual values.

Fifty-two students¹ complied with this request. Some of their statements dealt with their own childhood experiences, some with the reactions of their pupils, and some with observations of other teachers. A selection from these sketches is presented in this chapter. Many of these incidents deal with commonplace, everyday happenings—incidents so trivial that they might have passed without notice. And yet they have been remembered. These simple happenings may be representative of the opportunities that are open to adults to make the difference between success and failure for many children.

The impression gained from these vignettes is first, sadness at the weight of loneliness, fear, and defeat that so many children carry; second, perplexity that so many teachers fail to respond to these

¹ Statements were submitted by the following:

Geneva Anderson	Felva D Farnsworth	Agnita Johnson	Sibyl Mosby
Thelma Anderson	Ruth Faulk	Helen L. Johnson	M Regnier
Hannah C. Andrews	Ardith Friedaw	Wilma E Johnson	Kathryn Riordan
Phyllis Barratt	Ruth Yvonne Fullin	Mildred Johnston	Edna Routson
O L. Bolden	gum	G A. Jones	Hester Scott
Margaret Cardy	Voncile Gallemore	H L. King	Donna Shreve
Winnie K. Carnahan	Florence Myrtle Goetz	Eunice Kishman	Lena Lee Smith
Louise F. Casparis	Inez V Gustafson	Doris Kringlee	Pearl Spaugb
Dalziel Cobb	Ruth Hall	Maggie Ruth McCaleb	Helen Stevens
Lois Irene Coffman	Henry W. Harlan	F. D. McFalls	Mae Sullivan
Anita Cowan	Frances Hawkins	Kay W McMillan	Robertta Tapps
Gladys M. Davies	J. Martin Jacquet	Ann Matthews	Ethel Walker
William S. Eader	Mina Jerde	Nellie I Minnis	Irene Wilson
Ima Faber			

urgent human needs; and third, a pride in the teaching profession for those who do give the helping hand or open the door of understanding so that lives are given new hope and new levels of insight.

Teachers with the Magic Touch

Teaching by living—It seems odd to try to put down in words all the things my father did for me. Until now, I'd never thought of them as spiritual experiences, but as cherished bits that sometimes flash upon the inward eye.

When I was little, he gave me security. Just to sit on his lap was to feel safe; and to feel the strength of his hand on mine was to drift to sleep in confidence.

When I was a bit older, he taught me justice. I had become quite cocksure of having him always on my side. One day he sided with my brother! I can recall yet my shock, followed by a queer feeling of fitness—I knew I was wrong.

Still later he taught me to do the hard thing—to face what I fear. The new puppy wasn't the stay-put, picture-book dog I'd expected him to be. I was quite afraid. My father made me get over it. I don't remember how—except once. I felt very uncomfortable because he knew I wasn't really so interested in the Sears Roebuck Catalog that I couldn't go out and get acquainted with the puppy. But the dog and I became companions, and I love dogs now, so evidently whatever he did was sound. Occasionally I get that "Sears" feeling, when I dawdle before something, or make excuses for putting things off.

The sharpest memory concerns the time I discovered that he understood why I was moved to tears by lovely music, or stories, or praise. Everyone else was irritated when the music teacher thought I'd probably be fairly good at piano, and I cried! His confidence, honest interest, and pride did a large part in teaching me to play.

He taught me to worship—singing together in church; watching moon shadows on the walk; standing knee-deep in the fragrance of purple alfalfa; delighting in the odor of fresh-turned earth; tipping up a two-day planted seed to see if it was sprouting; listening breathlessly to mockingbirds in late moonlight.

He taught me to think of others. The Mexican children on the farm always were remembered at Christmas. He tried to raise their standard of living.

He taught me stubborn courage in living in pain. I cannot remember him as other than sick. Yet he kept a farmer's hours and supervised

every step of the many activities of the farm, tho unable to do much of the actual labor himself.

He taught me integrity. When I copied my spelling lessons so as to make a hundred to please him, he didn't say a word. But I've never copied since!

He showed me one need not be afraid to die.

I have just realized that in only two instances can I remember anything he said. He simply was, and expected me to be.

The second mile—This upper-grade teacher came into a room that had students who had never liked school or anything about it. His approach in his teaching reversed the attitudes of the students.

He began by being concerned with the students' problems, their personalities, and their appearances. He discussed becoming hairdo's with the girls and instilled pride in the appearance of the boys. The students became interested in the care of their classroom. The boys and girls designed and made curtains for it.

Altho he was not the music teacher, he brought about the appreciation of the beauty found in classical music. In the evenings the boys who formerly had spent hours loafing downtown would buy milk and cookies and go to his rooming house and listen to his record player.

Library reading increased greatly because he taught that using leisure time wisely was a part of daily living.

Sports found a place in the program. This great variety of activities helped to develop and round out the many personalities in the group.

The students were so engrossed in their work and activities that all discipline problems disappeared. One boy in the eighth grade admitted it was the first time in his life he had enjoyed school.

This teacher seemed to find time for the regular course of study plus the little things that help to develop pleasing personalities and give life a fuller meaning.

The artist—It was my privilege to work for thirteen years in the same building with a third-grade teacher who was "born" to teach. She was fifty-four years old when we first met, but of all the teachers I have ever known, she was the most youthful, inspired, enthusiastic, progressive, and lovable leader of children.

She built up in her classroom attitudes toward people, learning, and work that were amazing, and she really led her children to think and act for themselves. Her classroom was always a wonder world of activity, intellectual and manual. The attitudes and behavior patterns were such

that she could leave her children alone for half a day when she had to attend meetings.

The enthusiasms initiated in her schoolroom carried over into the homes of the children so that there was a close relationship between the two. Parents brought their problems to her, together they worked them out, and living in many a home was happier.

She had a special way with difficult boys—and she was at her best when she could help a boy overcome his problems of temperament, personality, and attitude and help him become a respected and self-respecting member of the class and of the school. There is a long line of boys and girls, young men and women, who know themselves to be better human beings for having known her.

It was my extraordinary good fortune, as the fourth-grade teacher, to receive her children at the beginning of each new year. Our happy times together were the result of the spiritual inspiration we all drew from her.

An understanding principal—Countless times I have heard this remark, "If we had more principals like Mrs. Moore, many of our school problems today would be solved." After analyzing many of the things I have heard about this principal whom I knew only thru the memory of her pupils and fellow workers, I have concluded that she truly must have been an understanding person.

When a teacher at her wits' end with some troublesome child, and ready to give him up as hopeless, would go to this principal she would say, "Now Miss Hanson, remember you'll get the same Johnnie next year in another suit of clothes, so let's find out the difficulty before making any decisions." She would then encourage the teacher to accompany her to the child's home and each time the teacher would return more sympathetic and with this question in her mind: "I wonder that the child is as good as he is under the circumstances."

There was little Jim, whose life was being made miserable by his playmates who had been calling him a girl. His hair was long and he was poorly dressed. He lived below the tracks and came from a very poor home. Mrs. Moore saw the need, quietly sent the child to the barber shop for a haircut, and among her friends secured clothing for him. Did it help? It was only a little thing but it changed Jim's life because now he was accepted, his playmates ceased their teasing, and even forgot why they had. Those little acts may have saved Jim from a deep-seated inferiority complex.

There are many more stories, and no doubt many Mrs. Moores in

our school systems today if we but keep our eyes open and look around us. What is more precious, especially to a little child, than someone with an understanding heart?

Building Teacher Morale

Building morale in a teacher—What proved to be a genuine lift came to me after having worked in a new system approximately six months. The position I had was not one of my choice. It was understood that when a certain vacancy occurred in the departmental penmanship staff, I was to be given preference.

The time had come; the administrator offered me the position. He did not stop there, however. He went on to say, "What challenge is there in that field? Do you think you really will be happy doing that type of work day in and day out?"

He went on to express his confidence in me, altho I had felt that he hardly knew me. That led up to a position he did have in mind for me, one I had not heard of to date. He assured me that I could do it, wanted me to consider it.

Decision was delayed for a few days. Should I accept this challenge to enter a new field, use what initiative I had, roll up my sleeves, and dig in, determined to prove that I was worthy of this confidence placed in me? I took the offer.

The position in that drill subject has long since been relegated to the past. But thanks to that kindly, farsighted administrator, I am still enjoying my work after many years. Striving to be worthy of his confidence enabled me to build up a little more confidence in myself.

Helping Lame Ones Over Stiles

Conquering fear—Roberta was a very nervous, timid, shrinking-away child. She was called on continually to pass books, scissors, workbooks, and go to principal's office. All of us in the room helped to make Roberta feel she was one of the group. For Mother's Day each pupil made up his own booklet putting in his innermost thoughts and feelings for mother. Roberta had not finished hers at the end of the day but wouldn't leave until it was completed. She came out of her shell and her complexes so much by the end of the term that she was doing splendid work in everything she attempted.

The ugly duckling—There was a child in my room last year who had a homely face. None of the children in the room wanted to play with her, altho she was kind and polite to all of the children in the room.

She bought food at the cafeteria for the hungry dogs that came on the campus.

One day she came to my desk with tears in her eyes, and asked me if I would let her be the "Queen" on our next assembly program. She said she had wanted to be on the stage since she was in the first grade, but her teachers had never let her.

I let her be the main character in our next program. She had talent, poise, and ability to do much more than anyone had realized. She responded so well to this confidence placed in her that by the end of the year she was one of the best-liked girls in the room.

Rescued—Regina was the last of a long line of notoriously slow children in one family. Her years in the first three grades had accomplished nothing along the academic line of school work.

When she came to me in the fourth grade, she had the reputation of being a sullen misfit and a nonlearner. I observed her when she made a pretense of studying and began to wonder if the child was seeing everything there was to see. The county welfare worker's help was enlisted, and she made the necessary arrangements to have Regina examined by an eye specialist.

It was a proud little girl who walked up to my desk one morning to display her new glasses. Tears came to my eyes when, a few days later, Regina said, "I'm seeing lots of things I never saw before."

A short time after that she approached me after school and begged me to teach her to read. My plan had been to try this very thing, so I was pleased to have the suggestion come from the child. We started reading in primers. By the end of the school year, Regina was reading advanced second-grade material. At her own suggestion she asked if she could read to the class. Not a child ridiculed the simple material being read, but all joined with Regina in being proud of her accomplishment.

Regina has taken her place in the group, not as a leader but as an active participant. Whenever I go back to visit this school, Regina proudly reminds me that I was the one who discovered she wasn't a "dumbbell." I don't deserve much credit, but I do know I'm happy to have been one factor in rescuing a child from the misfit group of society.

Widening the circle—Jean, seven and one-half years old, entered third grade a total stranger to her classmates and teacher. She had been stricken with infantile paralysis and had a slight limp. She was a very timid and retiring child who wouldn't enter into play activities. The

other children naturally, but thoughtlessly, held to their own cliques. Knowing this, Miss Moore encouraged the girls in the third grade to play ball together. They were very kind to Jean who was unfamiliar with the game. Soon with the careful guidance of the teacher the cliques were forgot. Instead of hurting Jean with careless remarks the girls were very patient in letting her take her turn. The process was slow, but before the year was over they all enjoyed playing ball and other games together. Jean had been helped in finding her place in the group.

She was very happy. Her scholastic improvement paralleled her social adjustment. She entered into all of the school activities with enthusiasm. Thru this experience in organized and supervised play, both Jean and her classmates found joy.

Toward manhood—When five-year-old Teddy had a very bad case of infantile paralysis, which left his body almost useless from his waist down, fond parents and relatives gave him every care, including treatment at different periods of several months at a time in crippled children's hospitals and warm-spring clinics.

When seven years old, with the aid of two braces from his waist down and two crutches, he could get about very laboriously. Since he had already missed one year of school, his mother was quite anxious for him to start, so she asked me if I thought it would be too much trouble and too time-consuming for him to come. I told her that if the doctors thought it wouldn't be too great a physical strain and wouldn't retard his recovery, to let him come.

I realized the problems I faced with an almost helpless child who had been sick and pampered for two years by a mother and family who catered to his every whim, along with a class of twenty-eight other first-grade children. My first task was to make him feel secure in the group by helping the other children to treat him as an equal but still be considerate and sympathetic and to help him get about.

I tried in every way possible to ignore his handicap and help him overcome self-pity and babyishness and to be independent. The other children soon developed a very fine attitude of helpful sympathy, but not pity toward him. Out of this attitude and understanding of the children and myself, Teddy became a well-adjusted member of our group. From an overpampered, very dependent child he grew into a courteous, appreciative, independent one.

Just an incident to prove this development

Near the end of the term, Teddy had broken one of his crutches. His mother called me that morning saying that the crutch could not be

fixed before evening and that Teddy would not come to school because his father would have to carry him into the building. I suggested that the father bring him to the front door and that I would meet him there and by leading and steadying him, he could walk down the hall and into the room without being carried. This was done as suggested. As he walked down to the room, he looked up at me with a smile of satisfaction and appreciation and said "I am so happy—you have helped me so much, I am not a baby any more."

Temper tantrums—Ten-year-old Kerwin, much smaller than anyone in the room, had a terrific temper. We had several conferences after his little spells. We really thought that he was making progress and getting control of himself. But during a softball game one morning, he threw his bat, kicked the pitcher, and immediately left the playground to go home. All the children seemed to understand—even the boy that got kicked. The game went on.

Kerwin was sitting in his desk when we returned to the classroom. No one noticed him (apparently). Just before noon dismissal he stepped before the group and made an apology.

He asked to write an article for the newspaper entitled, "The Little Boy Who Forgot." I can't quote the article word for word, but it read something like this: "Tempers are very dangerous things. Dangerous because they act before you have time to think. This little boy was two blocks from school before he realized what a bad example he had been to other children. He is writing this article to let other boys and girls know that a good citizen will check his temper before it has a chance to get him."

Taking Time for Kindness

Lost children—How often teachers hear remarks like these that have come from my fifth-graders—"I can't have anything for breakfast, except corn flakes and milk. Mother doesn't get up to get my breakfast." Or, "Miss R., what can I get for dinner for our family tonight? Mother ran away yesterday and left us all."

The need for comradeship, tact, guidance, and sympathy is unending.

The good listener—One afternoon a teacher of seven-year-olds had an unexpected call from a former first-grade pupil who, at this time, was an eleventh-grader. Tom asked if the teacher could talk a while. A stormy, upset countenance indicated the advisability of privacy so a vacant room was the retreat for the chat.

Tom had had trouble at high school, his girl friend was acting terribly

and to sum it up he didn't care whether he lived or died. His life the morning before had been settled, he knew just what he was going to be, whom he would marry and everything. Everything now had "gone to pot." Velma had decided to spend the week end in her former home town. She was going to a dance with a boy she used to date. Tom was so upset about this that he broke his engagement to Velma. He couldn't write a book report due that afternoon. He was so sick of arguing, being bawled out, and talked at. He wasn't going to let that teacher at the



Public schools, Wilmette, Illinois, Hedrich-Blessing photograph

Every teacher has spiritual effect on his pupils in many ways.

high school start on him about the book report so he skipped school. He didn't know where to go or what to do.

Then he remembered where the happiest years of his life had been spent so he walked up to our elementary school. He thought just to walk around the building would make him feel better. The teachers were so nice. They understood kids and didn't harp at them all the time. When he got to the building he decided to come in to talk. What did his teacher friend think of a girl who was going steady with a fellow, then stepping out on him?

With great caution and fear the teacher briefly said, "Tom, you've come back here because you like the school. I believe Velma is doing the same. Half of going back is seeing old pals. The dance is where they will all be. She is popular and used to going to dances with an escort. You're a fine boy. You are attractive, have good manners, good character, and you'll stand comparison with any fellow I've ever known."

He said with some interest, "Maybe so."

The teacher continued, "You wouldn't want to marry a girl who didn't feel that you were tops no matter how many men she was out with. Also you wouldn't want to marry a girl unless you could trust her."

Very quickly he said, "Oh you could trust Velma all right."

The teacher said, "Well it seems to me that's your answer. You'd better watch your step or Velma won't want a jealous husband."

Tom laughed, seemed to see a bit of light and to feel better. About a week later the telephone rang. It was Tom. He said, "I thought you'd like to know that everything is swell. Thanks a lot. We're coming around to see you some night."

Lots of listening and the suggestion of a point of view sometimes result in action that brings great satisfaction to a teacher.

Helping Children To Find Themselves

One person had confidence in him—One of the finest contributions to young manhood and to society I have ever known was made by a young teacher during her third year of teaching. She taught the fifth grade in a good residential neighborhood. Her children ranged in age from nine to eleven years.

The principal walked into her class one morning followed by a sullen, belligerent looking boy of fifteen and said, "This is Joe, Miss Wright, he is to be in your class from now on." And then under his breath, "He comes to us from the reform school."

The boy stared insolently and the teacher shivered in her shoes. When she had time to think, she decided she must win his confidence or the year would be a nightmare. She had a casual talk with him that day and

while he answered questions briefly, he was obviously wary. She gave him special tasks and responsibilities immediately, trying to build up the feeling that everyone in the room needed him and was counting on him.

The class was studying the farms of the Middlewest and since he had worked on the farm at the reform school, he could give the members firsthand information about machines, tools, methods, and crops. He helped the boys make models of farm tools and since the teacher was city-bred and had had no farm experience, he could teach her a few things, too. The boys and girls in the class promptly made an idol of him and vied with one another in doing him favors.

In a series of private conversations, the teacher gradually drew from him the story of a wretched home life, a terrible feeling of insecurity, an uncertainty as to which way to turn. He smoked, drank, and told of escapades of stealing.

His clothes were shabby and he had long outgrown them. A new suit of clothes was arranged for; there were private talks whenever the storm clouds appeared to be gathering, in his spare time he worked on a special project which was to be a permanent decoration in the classroom; and all went well at school.

He was, however, much too old and too experienced for the school (the oldest other boy in the school was twelve) and an effort was made to have him enrolled in the vocational school. But he had not completed the fifth grade (the family had drifted about) and it was impossible to send him there.

After several months, during which time all went surprisingly smoothly at school, he stole some articles from a neighborhood store and was reassigned to the reform school by the authorities, altho his teacher fought against it.

He wrote to her spasmodically, and so they kept in touch. As soon as he was old enough, he decided to join the Navy and came to her for a recommendation, since she had been the one person in his life who had seemed to have confidence in him.

Apparently her confidence is justified, for he has had a good record and is making his service in the Navy his life work.

Cleanliness and goodness—Winston, a boy seven years of age, had been in the first grade the previous year and failed. He entered school the second year with no enthusiasm, lacking interest, looking very untidy, and with a scowl on his face. He put forth no effort and had a don't-care attitude. He came to school with soiled clothing and crusty little hands. He had no mother, but a child of seven is able to do something about cleanliness for himself, if approached in the right way.

I talked to the principal. We decided to use him as a helper in the cafeteria whereby he paid for his lunch. His duty was to place small bottles of milk on tables for the first-grade children. First he met with the other helpers and discussed the importance of cleanliness if they were to handle food.

The next morning he came to school with that wonderful "scrubbed" look, clean clothing, shining hair, clean hands, and nails. I shall never forget the expression on his face—"I have a job to do"—when he said to me, "It is time for me to wash my hands and put the milk on the tables."

From that time on he had a feeling of belonging. He had the respect of his classmates and worked hard to hold that respect. He succeeded in his classwork and enjoyed all the activities.

At the close of the term as I was making his final report I realized even more that it is thru the little things that we reach a child.

Learning the language of friendship—Peter entered fourth grade as a "window gazer." Every time he was reminded to do something more constructive, he would undertake his work in a very uninterested attitude. The written material handed in looked like a foreign language. Peter just didn't seem interested in any of the school subjects or activities.

After several conferences with him, I learned that he had started to school with a great handicap; he could speak only the Norwegian language when he entered first grade. This naturally affected his progress from the very beginning. He had such ideas as "When I finish the eighth grade, I'm going to quit school," and "When I get to be thirty-five years old I'm going to Norway to live."

However, it was not long until Peter's attitude toward his school work improved. Once he became confident that it was possible for him to learn to read and write as well as the others, he slighted the windows more and more. His real enthusiasm increased when we visited the "Land of the Midnight Sun" in our geography class. Peter had firsthand information about Norway which he proudly presented to the class. He brought pictures, magazines, and gifts which his Norwegian relatives had sent him. He felt a surge of pride in knowing that he had contributed something worthwhile to our class discussions and his enthusiasm for school work steadily improved thruout the year.

One day near the end of the year Peter came forth with "I've decided to be President when I grow up." This spontaneous outburst both surprised and pleased me greatly for it indicated that Peter was interested in continuing his education. Whether or not he would become the Presi-

dent of the United States was not as important to me as was his realization of the value of education.

Self-expression—I shall never forget a little girl in my class during my second year of teaching in a small town in northeastern Arkansas.

Mary lived on a farm with her grandparents. She was, at first, very bashful and shy. She wore old-fashioned long stockings and dark-colored dresses. In spite of this, I thought Mary was pretty and intelligent. She was a good reader, and seemed to have much natural expression when she read.

Her previous teachers had always felt sorry for her, but I decided to see if I could develop her talent for expression. She spent many nights with me, and I would teach her the readings that I had given when I was a child.

She recited for her first time in public at our school assembly. She looked so pretty in her new clothes that her grandmother and I had made for her.

Mary first gave a humorous reading which made everyone in the auditorium laugh. The applause was great and for her encore she gave a reading of just the opposite type. It was remarkable how a little girl could make the students and faculty laugh so much and then make them "choke up" during her second reading. She was asked to give numerous readings that year at school programs, and different church affairs.

This has been several years ago, and I moved West—just wishing I could have taken Mary with me. I hear from her often telling me how she is called upon in her community to be in programs and plays.

She won first place in an oratory contest last year, and I'm sure she will continue to go further in the field of dramatics.

The Teacher's Recompense

The first victory—Mary was reserved and unresponsive but the shell was broken one morning after working upon a difficult problem in arithmetic when she jumped up from her seat, clapped her hands, and literally shouted, "I did it!"

To be sure there was laughter and commotion, but what of that? "Pay dirt" had been struck. Why not share it, capitalize on it?

Mary was sent to the board to explain her success which she did rather shyly and with some embarrassment. Yet, down deep in her heart there sprang a fountain of delight. She had conquered.

Faith—One day soon after I became principal a pupil said something that gave me real inspiration for trying to see possibilities in every child.

A boy about twelve years old was sent to me by a teacher, stating that he was very argumentative and noncooperative in the room. As I talked with the boy, I found that he had a feeling that all were against him.

His parents always told him that he was the worst child that they had, and that he would never amount to anything. This day the teacher had made the same statement to him. The boy resented this, so the teacher asked him to go to the office. The teacher said that he showed much willingness to go; she could not understand the boy's attitude.

After lengthy questioning, the boy replied to me, "I didn't mind coming to your office. In fact I wanted to come, because you are the only person who ever sees any good in me. I wish you were my teacher."

Words from the heart—At the close of school this year when I was wishing my sixth-grade pupils a happy vacation, a handicapped boy expressed his feelings in such a manner that I shall never forget him.

He is sixteen years of age and almost blind and deaf. He had encountered impatience in previous years and had failed several times. On that day he arose from his desk and said, "Miss Lee, there is something I would like to say. I want to thank you for your kindness and patience. I have learned more this year than I have in the past."

To me those were precious words because they came from the heart.

Marked improvement—Jack came from an environment of drunkenness and poverty. As he himself said, "I have no one at home to look after me." This quotation best describes his home life.

He was a very shy and retiring boy when he entered school, a little below average in intelligence. The teachers soon found out his home conditions and started taking a great interest in him and what he did. He seemed to resent this interest at first, but soon realized the teachers were his friends and were trying to help him.

Jack was praised by his teachers when he did something worthwhile and was guided into the right associations. He became interested in athletics but was too frail in body to take much active part at first. Being encouraged, however, to keep trying to build up his physique so that some day he would be strong and physically able to take an active part, brought excellent results. He began showing signs of strength in body when in the fifth grade. Last year he was on the basketball team.

I could go on and on about Jack, as he is one of the finest boys I have ever had in school, but what I want to really bring out is the dedication he made to the school and his teachers in a book report last year.

This is what he wrote, "Of all the things I have done, the hardest thing

will be to leave Franklin this year. I want to thank all of my teachers and my principal for the kindness and guidance they have given me."

A teacher learns from her pupils—The greatest inspiration I have ever known has come from the children with whom I have worked. I feel very sure that I have learned much more from them than they have ever learned from me. They have taught me the real meaning of beauty, happiness, and above all—courage. How could one ever repay the inspiration that comes from children such as these?—

Betty, an eight-year-old, who is almost blind, whose greatest joy in school is her daily arrangement of flowers for the office.

Carl, a young man who writes from a foxhole in the Pacific—"I never thought I listened to you, but I guess I heard all that you said, and I thank you for it!"

Theresa, a fifteen-year-old girl who left a note on my desk on the last day of school—"Thank you for teaching me so many things that do not come in books."

Becky, who was released from the state home for girls to re-enter the public school, and expressed her appreciation for the only kindness she had ever known by carving a "Scottie" out of soap to ornament the teacher's desk!

John, a shy boy, who interrupted his fun at his first "Prom" to come over to say, "Thank you for teaching me about manners. I'm 'doin' etiquette' tonight." (His beaming face could not be described.)

Sophie, a fourteen-year-old girl, who, on returning to school after the death of her mother said, "I'm getting an after-school job so that I can buy my mother a nice headstone because she never could have anything nice in her life."

Katherine, a fourteen-year-old girl who had been told by an unwise doctor that she had only ten years to live because of a heart condition, went ahead to become a leader of her class and wanted to work to become a doctor!

Such examples are limitless, and it has been a constant source of inspiration to me to feel that a teacher has the greatest of all challenges to become the kind of person herself who can have some small part in sharing the problems and the joys of children.

No one, it seems to me, has expressed the feeling better than the Chinese philosopher who, when asked "What is the greatest joy here below?" replied, "The greatest joy in life is listening to a little girl singing as she goes down the road after having asked me the way!"

Chapter V

RELATIONS OF THE ELEMENTARY SCHOOL WITH OTHER INSTITUTIONS IN BUILDING SPIRITUAL VALUES

HOME, church, and school are the institutions that come first to mind as formative influences in fixing the values that children live by and carry into adult living. There are other institutions, some positive in effect and some negative, that each of the first three must be aware of in rendering service to childhood. The ideal situation, seldom realized in full, is one in which all the institutions that influence the lives of children are in basic accord on fundamental principles. Each then has its own unique contribution to make, and makes further contributions that overlap but do not conflict with those of others.

In this chapter all the institutions mentioned are those with positive rather than negative effects. One article tells of school cooperation with local clubs, parent organizations, municipal agencies, and churches. Another tells of a class of fifth-graders whose generous impulse to help children abroad finds an outlet thru the medium of a church-relief agency. For one class a state institution for the blind provides opportunity for organized and continuous service. Camping gives a unique setting for the growth of spiritual values; one article reports experiences gained in school cooperation with a city-county public camp. One article reports home-and-school relationships that typify parent-teacher associations working at a high level.



Public schools, Freeport, New York, Steffel photograph

The school cooperates with other agencies in efforts to elevate the level of children's living.

Working with Community Institutions in Developing Spiritual Values

By M. E. COLEMAN

Assistant Superintendent of Elementary Schools, Atlanta, Georgia

COOPERATION between the public schools and community agencies is subject to two handicaps: (a) the prevailing notion that spiritual values are closely tied up with the church if not exclusively the province of the church, and (b) the zealously guarded principle of separation of church and state based on the constitutional guarantee of freedom of religion. But religion is not centered exclusively in the church, and spiritual values include more than religion in its generally understood definition and usage. Whatever ministers wholesomely to the development of the child's personality is of spiritual value.

Spiritual values are so important, so inextricably a part of the whole life, so continuous in their formation from the cradle to the grave, that their development, enrichment, and expression must be the concern of all those who touch life at every point and at every age. Honesty, purity of mind, altruism, sympathy, respect for the rights of others, desire for the better things of life, willingness to share happiness, courage in the face of temptation to ignoble deeds, ability to discriminate between the good and the bad, and the will to choose the former; an eye for the beautiful, an ear for the harmonious, a soul for the lovely—these all are spiritual values.

In modern society what one agency or institution can claim for itself sole and sufficient power to inculcate "moral insight, integrity of thought and act; equal regard for human personality wherever found; faith in the free play of intelligence both to guide study and to direct action; and . . . those further values of refined thought and feeling requisite to bring life to its finest quality"?¹ The schools and other agencies can work together in developing these values.

¹Brubacher, John S., editor, *The Public Schools and Spiritual Values*. John Dewey Society, Seventh Yearbook. New York: Harper and Brothers, 1944, p. 2.

Boys' Chorus

In the Atlanta elementary schools we are glad to accept, for example, financial sponsorship by a local civic club (The Exchange Club) of a boys' chorus and happy to accept, too, the invitation of local churches for public appearances of this chorus in a distinctly spiritual atmosphere. The musical skill of public-school teachers, the money and moral support of a group of businessmen, and the gracious hospitality of the churches do something that none of the three could do separately. And we must not overlook the fact that spiritual values accrued to these three as well as to the boys themselves.

Mothers' Study Group

The parents of one school became interested in the spiritual and emotional development of the young child. The principal secured the services of an expert teacher in this field and for three months some twenty-five mothers engaged in an intensive study of the growth of the little child. It is the judgment of the principal and the mothers that this was one of the most helpful courses they had ever known.

School Patrol Project

In cooperation with the city police department, the PTA, and the Atlanta Motor Club, the elementary schools operate a school patrol organization at all buildings. Tho organized primarily for personal safety the school patrol can be an effective device for creating spiritual growth.

In one school a special assembly program near the end of the year consisted of a panel discussion by the patrol boys of their work and what it had meant to them. They spoke of safety; of the prevention of accidents and the fortunate record of the school in that respect; of what the patrol boys had to do and what was expected of them. But the unexpected thing was the extent to which the boys commented on what it had meant to them personally by way of making them better boys, of developing in them a sense of responsibility and an interest in protecting the lives of others, and in looking out

for those things which might injure others. Then, too, there were references to such lessons as willingness to stick to one's post of duty; faithfulness to trust under hard conditions such as rain and cold weather; being dependable and on the job when one was expected there; a sense of honor; and a desire to be exemplary in one's conduct not only while on duty but at all times.

Church and School

Direct cooperation with the churches has taken various forms, mainly adaptations to local conditions and sentiment. The system has cooperated with the Christian Council in the promotion of Easter Sunrise Services; has encouraged church, Bible class, and Sunday school attendance; has excused, on request, students to observe special religious rites such as the Jewish holy days; has made available school buildings for church services and daily vacation Bible schools during vacation periods and has publicized those thru the schools; and has participated in community planning to provide wherever possible continuous religious education and church recreation during the vacation period.

Summary

Conceding that there may be some spiritual values peculiar to the church, some to the school, and some to the other community agencies, it is possible that the more nearly sound approach is not thru a studied division of function among them but such mutual cooperation and correlation as to insure the maximum influence in the life of the child. Accepted knowledge of the nature and nurture of the child obligates the educator to consider not only how to perform that function which may belong more or less specifically to the school, but also to ally the school with other community agencies so as to provide the child continuously with the most favorable activities, influences, and tools essential to his spiritual welfare.

Solution of the problem of diverse agencies in promoting spiritual values is something more than differentiation, compartmentalization, and specialization; it is one of integration, cooperation, and utilization.

The Elves and the Shoemaker

By VESTA HAINES

*Teacher of Fifth Grade, Germantown
Friends School, Philadelphia, Pennsylvania*

FROM every source came pleas for help for children abroad. The impact of this was especially strong when a speaker from the American Friends Service Committee¹ made an appeal for clothing and shoes. The children returned from assembly buzzing, "Shoes, shoes, shoes. What can we do?" In the discussion which followed, it was decided to collect shoes and send them to the American Friends Service Committee.

Some children were sent to interview the speaker as to ways and means and to ask the principal for information about a shoeshop which another school had conducted. When this information was obtained and the enthusiastic support of the classroom teacher assured, the children were ready for an activity which gave an outlet at their age level for participation in an actual world situation. This provided a natural and honest vent for the stirred-up emotional desires of sharing and helping.

Planning for Group Service

The framework was set up in class meetings led by the class president. Shoes must be secured from other groups, so notices about the shoeshop asking for cooperation were sent to each class in the school. Notices written by the secretary were delivered by the publicity committee and were received everywhere with interest, partly because classroom teachers knew of the plan.

There must be a place for receiving and caring for shoes. This meant a rearrangement of the classroom with the shoeshop at one end, a book to write down names, and persons appointed who would courteously receive the contributions so that each donor would receive a real recognition for his gift. It was decided to clean, polish, and repair all shoes if funds were available.

¹ American Friends Service Committee, 20 South Twelfth Street, Philadelphia 7, Pennsylvania.

Raising money became an important issue. Class dues of 5 cents a person, each week, amounted to about \$2 a month. As some children had given extra amounts, \$6.40 was in the treasury. This, plus a contributed dollar, formed the capital for the project. In the arithmetic class, very simple bookkeeping folders were made, "Received" and "Paid Out." Such accounts were kept thruout the year. Total receipts were \$79.50, part of which was given for parcels for Holland, another interest of the class. Parents became interested as well as teachers and children from other classes who brought money to the class treasurer. A nice point had to be settled as to whether money given to the shoeshop could be used for the Holland boxes. The children faced the fact that they were an agency handling the money of others and must be certain the funds were used for the cause for which they were donated.

An Italian shoemaker was luckily discovered as an ally. He had sent many pairs of shoes abroad himself and gladly entered into the plan. About \$30 was actually spent but over \$60 worth of work was done. Six hundred sixty pairs of shoes were collected. The shop was broken up at spring vacation but shoes continued to come in until the close of school in June. This was an extracurriculum project except for one month when most of the social studies time and some arithmetic time were given to it.

One gratifying event was the visit from a first grade who came to the shop, each bearing a pair of shoes. They deposited shoes on the receiving desk and were warmly greeted by the shoe committee as they filed by one by one with their teacher as part of the group.

A map showing the location of places to which shoes would be sent, as well as a large poster by the pupils, decorated one corner of the room most of the year. Some children accompanied the teacher when shoes were taken to the American Friends Service Committee packing warehouse. The method of preparing the shoes for shipment was reported to the class. At this time a contact was made with the editor of the *Friends Intelligencer*, who asked for an article about the shop for his paper. This was prepared by a special committee, submitted to the class, and accepted after some rewriting.

Recognition of Efforts

The president of the class spoke at a meeting of the American Friends Service Committee telling of the work done and thanking them for sending the shoes abroad. Much cooperative work was done for this speech. Each person in the class wrote what he thought the shoeshop had accomplished. These accounts were compiled by the committee into the report finally given. A representative of the class, the teacher, and the principal accompanied the president when she made her five-minute report before approximately five hundred adults.

The school and the American Friends Service Committee took pictures of the shoeshop. A local Germantown paper heard of the project and gave front-page space with a picture of the children working in the shop. The children objected to captions used which called them "cobblers" and implied that they had repaired shoes, but they now understand more about newspaper reporting than they did before.

The activity covered a long period for fifth-graders but it gained so much momentum that it seemed impossible to cut it off. The careful planning and consultation in the group and in the committees created better understanding in the group. There was a growing appreciation of need with an intelligent and practical development of methods to meet it. Contacts with other parts of the school, adults, the shoemaker, and with an organization doing relief work were all rich experiences.

What you keep is lost—

What you give is forever yours.

—SHOT'HA RUST'HVELI

To Work for the Blind Is To Think of Others

By VALINE HOBBS

*Teacher of Fifth and Sixth Grades, Demonstration School,
Stephen F. Austin State Teachers College, Nacogdoches, Texas*

THE fifth-grade first became interested in blind people when they read that they could get brailled valentine greetings for which they were to make covers. A supply was ordered and the class set to work. Interesting results in original designs were developed in flannel, velvet, yarn, raffia, pricked paper, and even sandpaper in color combinations as pleasing as tho the valentines were for people who could see. After displaying the greetings in the school library, they sent them to the students of the Texas State School for the Blind at Austin and received a cordial note of thanks. The teacher felt quite satisfied with what she thought was a culminated activity, but she has since learned that *there is no culmination to properly motivated learning.*

When school opened the following fall, one of the first questions was, "May we make some more valentines for the blind children this year?" There was ready assent, but the children could not wait for valentines, so they ordered brailled story booklets and set to work on covers for them—an enormous undertaking that they never could have done without the help of the art department. A list of titles came with the booklets and furnished the best type of reading motivation, for every child wanted to read in print what the sightless children would read in braille.

Again the teacher was pleased when the books were on their way to the school for the blind, but that was not the end! The class received a thank-you letter written in braille with interlinear script. To say that the children were delighted with this message gives no hint of the intensity and amount of their interest and excitement. They read and reread the letter with their eyes and experimented at feeling out the words with their fingers until it seemed that the dots would be worn from the page, but braille is done on sturdy paper.

The children wanted to know more about this school for people who cannot see and asked many questions: What kind of school is it? Who goes there? Can any blind person go? How much does it cost? What do the children learn? Are all students children? Are the teachers blind? These questions were answered by a set of slides borrowed from the Extension Division of the University of Texas, by careful reading of their Texas history text and the *Texas Almanac*,¹ and by a personal investigation made by one of the girls while visiting in Austin. After collecting their information, they used a summary of it with the slides for a school assembly which the audience enjoyed as much as the children had enjoyed preparing it.

Another year's project was the making of red heart-shaped bean bags with tiny sleighbells at their tips, for which they again received a brailled letter of thanks.

During the progress of this activity each year the class did extensive reading to learn more about famous blind people. They had access to the college library and the help of student teachers in finding references and in getting some of the material into easier and more readable form or they could not have done so much along this line. Their list grew until it contained Louis Braille, Laura Bridgman, Fanny Crosby, Johann Sebastian Bach, Homer, John Milton, John Metcalf, John Fielding, Thomas Blacklock, Francois Huber, Edward Rushton, George Matheson, Marie Therese von Pardis, Henry Fawcett, James Holman, William H. Prescott, William H. Milburn, William Moon, T. R. Armitage, Elizabeth Gilbert, and our own beloved Helen Keller. As it happened, Helen Keller came for a visit in Dallas during the time that they were making this study one year and the children read much about her in the newspapers.

Aside from vivid lessons of perseverance, courage, and industry derived from the stories of how these remarkable people overcame their difficulties, one of the most valuable outcomes of this reading was a revival of interest in blind Homer's hero tales. These Greek myths have been sadly overlooked since elementary education has been so intent upon the realistic side of learning.

¹ *Texas Almanac and State Industrial Guide*. A. H. Belo Corp., Dallas, Texas.

Each time that they carried out the "blind project," as it came to be known in the school, time was spent in considering the proper care of the eyes with special emphasis on their duty as good citizens to protect their health. The school nurse and the physical-education teacher always cooperated to make this part very effective.

In addition to seeing brailled books, they also learned of the "talking books" now available. Then they went back and reviewed what they had learned about Edison and the phonograph, the beginning of this newest aid for the blind. They also learned that reading matter for the blind may be sent postage free, but they had a hard time convincing the post-office clerks of such a ruling.

No one could be deeply concerned in the welfare of the blind without becoming interested in Seeing Eye dogs. Seeing Eye, Inc., upon request, kindly sent them material and put the teacher on their mailing list for subsequent bulletins.² A child who had seen one of these famous dogs in action gave an excellent report on Queenie's intelligence and her devoted care of her master. This led to further research and discussions of other ways in which dogs help man—watchdogs, shepherd dogs, dog teams, St. Bernard dogs, Red Cross dogs of World I, and Dogs for Defense in World War II.

During these years the successive classes gradually collected many clippings, pictures, notes, poems, and stories concerning sightless people. In addition, the American Foundation for the Blind³ and the American Printing House for the Blind⁴ sent pictures and samples of materials—an alphabet card for each child, pages of current magazines done in braille, and even maps and music for the blind. They put all of this material into a scrapbook that is still growing and is one of the cherished documents of our school.

Among the clippings were some pictures and descriptions of articles made by the blind at the "Lighthouse" in Houston. These set the children to thinking: the articles in these pictures are for sale; could they sell some here in Nacogdoches? They wrote to inquire and received a grateful acceptance of the children's offer of help with a list

² Seeing Eye, Inc., Morristown, New Jersey.

³ American Foundation for the Blind, Inc., 15 West 16th Street, New York 11, New York.

⁴ American Printing House for the Blind, 1839 Frankfort Ave., Louisville, Kentucky.

of articles and prices from which to choose: doormats, bathmats, rugs, knitting or shopping bags, pot lifters, baby booties, towels, mops, brooms, belts, purses, and billfolds.

Then the work and fun began! They set up shop in one corner of the schoolroom and sold \$35 worth in a pre-Easter sale that kept everybody in the room busy. Posters were made to advertise the store; talks were given in other schoolrooms; notes were written to prospective customers explaining the undertaking. Sluggards in arithmetic began to take a real interest in accuracy, for only those who could make correct change quickly were allowed to be clerks; children who were careless in the use of English began to polish their grammar in order to be allowed to make sales talks; only clean hands and clothing were allowed in the store because the wares must be kept in good condition for sale.

Express charges were taken out of receipts, but all other money was sent to the makers of the articles. Customers of the store were given a careful explanation as to how it was not a profit or a commission business. Records were kept in businesslike manner with an invoice and a sales total at the end of each day. Not one penny was ever lost and no articles disappeared except those sold. In fact, the whole enterprise, from beginning to end, was a learning process with the highest type of motivation—an earnest desire to help others, an aim that was accomplished with great advantages to the helpers.

Each article bore a card with the name of the maker upon it. The children mused upon these names and imagined what sort of people they represented until the unknown personalities became real and the children ordered some brailled greetings for these unknown friends, much to the delight of the blind recipients, most of whom had never had a brailled holiday greeting except from another blind person.

The first sale proved such a success that it was repeated three times in the following years—once just before Valentine Day and twice before the Christmas holidays, by far the best time. The second sale brought in \$45; the third one netted only \$35; but the fourth one reached \$80 and they could have sold more.

While these sales were in progress, the children came early and stayed late to work in the store; some came on Saturdays in order to

reach people who came to the campus for extension classes or to various meetings held at the college; one group went to a meeting of the Lions Club and made several sales; another group disposed of an oversupply of mops at a parent-teacher meeting; one group even went with the teacher to a night meeting and set up shop in the entry.

The best-selling article proved to be the doormats made of old tires. They were heavy and some of the women would buy only if they did not have to carry them, so the boys organized a delivery service that made sales skyrocket. They even wrapped and mailed some packages for purchasers. No amount of talking, telling, or reading could have taught the children some of the simple rules of good business and getting along with people as effectively as did this store.

Like many other businesses, this one closed during the war, but classes are still adding to the scrapbook and plans are in the making for another "Lighthouse Store." In the meantime, pupils have kept an interest in those who are physically handicapped in any way, but their thoughts are still mainly with the blind. The next time they have the "blind project" they plan to enlarge it by earning money to buy brailled books, talking books, or to help get a Seeing Eye dog for the use of some of the servicemen who have lost their sight.

The children have taken part in many interesting and effective projects, but nothing else so far has equalled this work for the blind. Nothing else has held such a grip upon the children's attention or stimulated them to such prolonged and intensive effort which touched every phase of school—language arts, creative arts, science, mathematics, business administration, health, social studies, and good manners. Beyond the information gathered and the material help sent to their blind neighbors are the lasting lessons of generosity, cooperation, industry, and adaptation, and a broadened social vision which these activities developed within the children who participated in them. As Ruskin says, "That is the help beyond all others; find out how to make useless people useful, and let them earn their money instead of begging it."⁵ Upon this basis many problems of the handicapped must be solved, but the solution will be simpler if schools do some foundation work in that direction.

⁵ Cook, E. T., and Wedderburn, Alexander, editors. *The Works of John Ruskin*. New York. Longmans, Green and Co., 1905. Vol. 17, p. 540.

School Camping and Character

By PETER H. SNYDER

Principal, John Adams School, San Diego, California

SCHOOL camping as a practical reality in public-school systems is a new development, altho the practice of combining camping and education is not new.

There was the legend of Garfield and Mark Hopkins on a log-elemental camping. The seventy-year-old Chautauqua Institution gives testimony to the vitality of the idea of combining education with open-air recreation. There was, and is, the famous National Music Camp at Interlochen, Michigan, started in 1927.¹

The educational director of the W. K. Kellogg Foundation has suggested a guide for the school-camp program with the following words:

In the present year and the year ahead major emphasis will be found to lie on developing programs primarily concerned with helping children to use the camp and its special environment as a means of enriching their educational experience. . . . The foundation believes that camping is the modern equivalent of that outdoor and frontier life which was part of the original heritage of the American people.²

The decision on the part of the San Diego City-County Camp Commission to open their "Camp Cuyamaca" to the schools of the city and county during the regular school term for an experiment in camping as part of the planned educational experience was announced in January 1946. On March 17 the first group went to camp.

From January to March is a rather short time to prepare a metropolitan community, a school faculty, the local school community, and the children themselves for "a pioneering adventure."

The school systems decided to send only sixth-graders, both boys and girls, during the trial period from March to June. Teachers were to accompany the children in order that proper educational follow-up would be accomplished. Selected parents were to accompany each

¹ McDermott, William F. "Art Goes Camping." *Rotarian* 64: 28-30, June 1944.

² Masters, Hugh B. "Camping in Michigan—Next Steps of Kellogg Foundation." *Camping Magazine* 18: 11, April 1946.

group in order to help at camp, to watch the experiment, and to participate in it.

Other articles should be written to enlarge upon the values of school camping, pitfalls that can be avoided, improvements that can be made, and evaluation of results. This article describes evidences of character changes in persons as a result of a week's experience at camp.

The week was that "pioneer week" of March 17 to 23, 1946, and the experiences were those of the sixth grade from John Adams School.

Preparation on the part of teachers for the experiment was not easy. To quote one teacher: "But Mr. Snyder, I'm scared! All those things may be fine for you and Mrs. Snyder who have run a children's camp, but I've never done it before. I'm serious," she continued. "I can direct a group of youngsters in a classroom or on a playground. I can make a bed. I can make all the beds. I can work hard. I can hike anywhere. But tell me to direct a group of children in the woods at doing some of those things, and I'm sunk!"

Sympathy wasn't called for. Neither was it sensible to joke her out of it. Nor could I tell her how well she could and would do, any more than I could tell an Eskimo what an orange is. She would have to wait and learn, and she was scared.

The second teacher's problem was different. She said: "Mr. Snyder, this group I have this year has taken a lot out of me. I'm not complaining; it's just one of those things. I regularly can't get to sleep before one or two o'clock in the morning, and I have the youngsters for only five hours. At camp, I'll have them for twenty-four hours. I don't see how I'm going to stand it."

Any assurance that things would be different at camp seemed only a re-enactment of the spirit of Pollyanna—good as an idea, but ineffective as a formula.

Preparation on the part of the students was simpler. Plans were made for their physical needs and some information was given as to what to expect of a week in camp.

Before the camp opening, we sent the director a list of campers, their medical cards, parents' suggestions, and any other information

we thought would be helpful. Included in the information was a list of seven boys among the prospective campers who were serious discipline cases. Five out of the seven were visiting-teacher cases; two were on the "active file" of the probation office.

At camp, one of these boys, thru sheer merit, became leader of the dormitory. Three others, including one of the probation office cases, were normal, respectable, responsible, and interested campers. Three caused trouble.

Since the week at camp, five of the seven have been excellent citizens, and two have continued to cause trouble. One of the five was what the visiting teacher described on his return as a perfect example of "A youngster working thru his difficulty by means of group therapy in a changed environment." He has really made good.

How these changes were brought about can be described best thru a series of incidents.

The camp director explained quite simply to the campers that in camp there were a lot of things to be done that had to be done just for mere living, and that most were things in which they could share. His little talk, just before the first trip to the dining hall for supper, impressed the campers with a feeling that when they helped, a wider range of things was made possible, and all were made more comfortable.

Directly traceable to the camp's methods are the following anecdotes:

A parent, the following week, made this observation: "The first evening home, Arthur got up from the dinner table and started to do the dishes. Daddy and I looked at each other but said nothing. When he was about half thru, he suddenly exclaimed, 'Oh, I guess I forgot! I just got used to doing the dishes after dinner at camp'."

"But," she continued, "He went on and finished them. He never did dishes at home in his life before unless I just made him."

One of the teachers said: "I tried this out. When a child who was at camp asks me if he may do something or other, I can point out advantages and disadvantages and then tell him to use his own judgement. Every time the child's decision has been a good one. But I can't do that with the ones who didn't go. They don't seem to know

what I'm talking about. They want me to make the decision whether they may or may not do it. I don't know when the others learned it at camp, and I was right there with them, but they certainly came back with it."

The principal had the following conversation with the nature counselor the following week: "You remember Dick, don't you, Stony? The one I said to watch for to prevent stealing? You remember also you reported he had done no stealing. You were quite



Day camp, public schools, Vallejo, California

The individual grows spiritually in his love of his fellows and his sense of obligation to the group.

sure. Well, here's your pocket knife. Dick turned it in to his teacher Tuesday, and said to tell you he didn't intend to keep it. He also turned back a pair of dungarees. Said he didn't know how he came to have them."

"What made him give these things up?" asked Stony. "I didn't miss that knife."

"The influence of camp, I guess."

The growth in persons at camp was not confined to the children. Conditions at the camp that first week were far from ideal. It was strenuous for the counselors and for the teachers as well. Snow prevented extensive use of trails for either horseback or hiking. More than the expected number of activities were confined to the camp site—a factor which added to the load. Even tho 90 percent of the children had never seen snow, and even tho they thrilled at every minute of it (it was four inches deep and stayed for two days!), it meant plenty to do for the entire staff.

Both teachers, however, declared at the end of the week that they didn't want to go home. The teacher who had been staying awake slept every night straight thru and came home more rested than she went. She said that the thing that was most amazing to her was the respect these children developed for the life they were living and for the living things around them. They respected the work they had to do. They were interested in the cedars, the pines, the woodpeckers, the horses, and the baby colt. The teacher who had gone in fear of failure found intense satisfaction in the fact that she could learn with a group and not lose prestige. On the contrary, the children thrilled to see her learn something new too.

The prospectus of the yearbook asked: "How does the principal or the teacher know that an individual, or a group, is progressing in the attainment of spiritual values?"

I asked one girl how long she thought she would remember the camp experiences. She considered the question for an unusually long time. Finally she looked up.

"As long as I live."

What Values Shall We Cherish?

By VICTORIA WAGNER

Principal, Midtown Ethical Culture School, New York, New York

WHAT are the values we cherish and how may we work to attain them? For some time the parents of our school have felt the need for some agreement on social standards and desirable recreational life for their children. The faculty also has been concerned about the use of leisure time and its effect upon the children of the school. We felt that the best way to solve the problem was to work on it as a joint undertaking.

Parties without Tears

The board of the parent-teacher association began with the study of parties. They felt that the results of overelaborate and too frequent parties have been fatigue, overstimulation, and unfortunate competition. A committee of representative parents and teachers drew up a series of suggestions on party-giving which they hoped would serve as a guide for other parents. These were arranged according to age groups—(a) nursery, prekindergarten, and kindergarten, (b) first, second, and third grades, and (c) fourth, fifth, and sixth grades. The recommendations were as follows:

Nursery, Prekindergarten, and Kindergarten

1. That birthdays be celebrated by parties in school, for which arrangements have been made in advance with the teacher.
2. That so far as possible, in order to avoid overstimulation, large parties at home be discouraged.
3. That simplicity in all school parties be emphasized, with table decorations limited to paper tablecloths, napkins, and cups, and neither favors nor presents for the child. Refreshments should be limited to plain cake with candles, ice cream, and lollipops.
4. That when birthdays of several children occur within a short period of time, the decision as to whether or not the parties for them be merged into one party should be left to the teacher's discretion.
5. That home parties be held only during week ends or vacations

between four and six o'clock, with no more than six guests. Refreshments should be limited to a light supper and a hot drink.

6. That for home parties it is preferable that there be no movies shown. If they are shown, they should be limited to animated cartoons or simple subjects, not lasting longer than fifteen minutes. There should be no professional entertainers. Rest or quiet periods are desirable, especially before eating. The following program considerations are relevant to the different age levels:

- a. Three-year-olds are inclined to individual rather than group play.
- b. Four-year-olds have reached the stage of playing simple games or using crayons or working with some constructive materials.
- c. Five-year-olds are ready for group games such as "Here We Go Round the Mulberry Bush"; for joint singing, stories, and records; and are in need of organization.

First, Second, and Third Grades

1. That no large parties should be held after four o'clock on a school day, the most desirable hour over the week end being from four to six. If a party is given in school during the week, it is recommended that a celebration at home should be for a small intimate group only.

2. In general, that home parties should be kept small—four or five children.

3. That the party should be adequately planned and supervised by the hostess, but it is recommended that no other adults be present as this also leads to overexcitement. The child should share in the planning of the party, in the organization, and even in the decoration.

4. Suggested activities:

- a. Games such as parchesi, lotto, and checkers, with some simple system of changing from one to the other, will be enjoyed.
- b. For Halloween parties, ducking for apples and blindfold games interest the children.
- c. Another satisfactory type of party is the small luncheon followed by ice skating or any sport in season.
- d. It is always helpful to have a supply of materials on hand from which children can construct or make things of their own—construct pipe-cleaner dolls or build with blocks. Making up plays always has great appeal, especially if old clothes or costumes are available for dressing up.
- e. Another effective procedure is to hand a slip of paper to each child containing directions for something he is to do such as sing a song, recite a poem, or tell a story.

- f. Children's victrola records make an attractive part of the party experience for quiet periods or for rhythms and games.
5. Refreshments should be simple, such as sandwiches, ice cream, and cake. If favors are given, they should be inexpensive, only one to each child.
6. If the children are to go outside of the home for the party, each child's parents should be informed in advance.

Fourth, Fifth, and Sixth Grades

1. That large parties be avoided and the following ideas kept in mind:
 - a. Children are to invite their own intimate friends.
 - b. There is no obligation to invite the entire class, but if almost all are invited and very few left out, children's feelings are hurt. It is, therefore, better to invite all or only a few.
 - c. Parties are to be made as simple as possible.
2. That a trip might be planned, such as a ride on a ferry boat to Staten Island where there is much of interest, or a picnic hike in New York City or across to New Jersey.
3. That the children plan and participate in their parties rather than be merely spectators.
4. That two families might combine their parties into one and have the children plan it.
5. That fathers help plan and take part in boys' parties.
6. That parents discuss the proper party behavior with their children in advance.
7. That unless parents are perfectly sure that their child and his group are ready for mixed parties it is urged that they be simply boy or girl parties. The committee feels that since this is such an important problem at this particular age all parents will wish to cooperate to the fullest extent on one pattern of behavior. It is also suggested that a standing committee be appointed that will receive material and ideas from the parents.

How To Live at Home and Like It

In addition to these specific suggestions for parties, the *School and Home News*, a publication of the parent-teacher association, ran a series of articles with suggestions for other activities for out-of-school hours. The emphasis was upon the out-of-doors and upon closer family relationships. The editor's opening paragraphs will give an idea of the approach on the basis of one parent to another:

Do you get the "week-end blues?" Does a stretch of time with your offspring strike terror in your hearts? Do you long to do something with your children that will be fun and simple as well? Frankly, we are often perplexed ourselves with the problems of what to do. So we called, talked, wrote, and consulted with a good many people to see whether they could help us out. We found so many interesting ideas that we couldn't resist passing them on to you.

First, however, let us insist on the "best authority" we heard, that there "is no place like home," but we mean home. There needn't be a fireplace, or even a spacious attic or cellar to romp around in, nor must there be every toy or play material, but there must be friendliness, a little deafness to noise, and a willingness to supply the stuff play is made of.

Let Mary have her best friends in to share a simple luncheon and stay to play. Let her have materials to make things out of—dresses to dress up in, old evening clothes, bright shawls, even high-heeled shoes; blankets for tents, paste, paper, colors start the afternoon off right. You don't have to plan the day, just be there, in case you're needed for ideas, or to calm too high spirits before they wreck the house.

Never mind if the halls and rooms are transformed into armed camps, Jim and Dick are calling each other "Joe the Slugger," and crawling around the floor while whistling bullets and rattling machine guns jar the usual quiet. Sit tight while telegraph wires are being strung along the baseboards to the next apartment.

That's home, a place to play what you will with your best friends, while Mom or Dad or someone in authority minds his own business with one ear and has the other cocked for the first warning sounds of real trouble. Believe it or not, the informal get-together arranged on the spur of the moment, done often—without fuss of feathers—still fills the bill for many children.

We had many requests for copies of these articles from parents outside of the school, so they evidently met a need, especially in urban areas. The results of these early attempts to assist parents were encouraging and it was felt that the project was worthy of even more careful consideration another year. The year 1945-46 seemed a particularly good time to give thought to this subject in order to find a satisfactory substitute for children's wartime activities.

In September of this year we held a joint meeting of the faculty and the parent chairmen of all grades to discuss plans for the year. It was recommended that at each grade meeting, early in the school

year, there be a discussion of leisure, including the underlying philosophy and specific suggestions for carrying it thru. It was recommended that the parents be asked to describe some successful party they had given or a successful trip they had taken with their children, as well as examples of what children can do both indoors and out when two or three children visit each other. The purpose of this procedure was to involve every parent in the school in the undertaking and to profit by the richness of their experiences.

Questionnaire

The following questionnaire was used by one member of the faculty with the parents of her group as a basis for an evening's discussion. It proved to be a most successful parents' meeting as the questions seemed to draw the group together in a common understanding.

1. If you have "leisure time"—what do you choose to do?
2. Where do you travel with your child? Without him?
3. How much time each day do you see your child?
4. What do you find in your contact of most pleasure to you?
5. What is the most difficult?
6. Who does the disciplining in the home?
7. What does he consider punishment?
8. How much does the child share in any adult party?
9. What kind of entertainment do you have for your child's parties?
10. How often per week does your child have a guest? What do they do?
11. What are the assets of his friends?
12. What are their liabilities?
13. What is your attitude toward comics? radio? movies? What is the child's reaction to this?
14. At what time and how willingly does your child go to bed?
15. If servants, how much control of child is left to them? What is child's attitude toward them?
16. How much allowance is child given? How does he dispose of it? For what reason is he deprived of it?
17. How much time do you allow him for being alone during the day? What does he do with time?
18. Is there another relative in the home? What is the child's attitude toward this person?

19. If another child, what are the areas of congeniality? of antagonism?
20. What home responsibilities are allocated to the child?

It was also suggested that a bulletin board be kept in the parents waiting room at the school where up-to-date suggestions could be posted of events occurring in the city which might be appropriate for children at different age levels. From these notices developed a small publication which was sent home to the parents at frequent



Public schools, Glendale, California

Beauty is all around for those who have eyes to see.

intervals, particularly before each vacation. Each bulletin was written and usually illustrated by a different parent. We discovered a great deal of talent among the fathers and the mothers this year, and the results were really delightful.

The pre-Christmas bulletin, for example, consisted of three mimeographed pages, containing suggestions for all the family at home, for one-day excursions in the city, and for hobby activities or independent trips for children of nine or over. Other bulletins were designed especially for older children under such topics as, "If You Like Music," "If You Like Science," "If You Like Stories and Plays," "If You Like Art," and "If You Like Historical Places and Things." A father who wrote several of the bulletins this year suggested that next year, instead of having a different person write each bulletin, we have an editorial board and follow the same general plan in each bulletin.

At parent meetings thruout the year, particularly the evening meetings attended by both parents, the teachers gave demonstrations of inexpensive materials which could be satisfactorily used at home. The science teacher showed effectively how a small motor might be made with scraps of materials found in most households. The science and art teachers issued special supplements on materials and collections which were adaptable to home use. At a large midwinter meeting of all the parents of the school, an inclusive exhibit was arranged of many different types of material which could be used at home by different age levels.

A specialist in child guidance addressed the parents upon the wise use of leisure time and the importance to children of having time of their own. A special shelf in the parents' and teachers' library was set aside for carefully selected books containing suggestions for things to do with children.

Many parents arranged for small groups of children whom they supervised cooperatively either in the park after school, or for special excursions over the week ends. Acquaintanceship with the park and neighborhood facilities for recreation led to an invitation to the police sergeant of our precinct to address a parent group on the subject of recreational problems of the community. The parents are now

seeking ways to help existing agencies in providing a recreational center for all the children of the neighborhood as a means of contributing to the solution of the problem of delinquency in the adjoining area.

Testing the Value of Efforts

The test of one's spiritual values is the quality of human relationship which they engender. By such a test, this joint undertaking of home and school to foster a more wholesome recreational life for our children has been successful.

The cooperation of the parents has been excellent. Birthday parties are usually celebrated at school, in the classroom after the midday meal. Mothers bring the birthday cake and simple festive decorations such as paper doilies and napkins. The shades are drawn, candles lighted, birthday greetings are sung, and birthday wishes are made as the candles are blown out. It becomes an occasion which not only forms a happy bond between school and home, but contributes to a spirit of friendliness and affection within the class group. When parents have given parties for their children outside the school, they have frequently consulted with the classroom teacher in advance so that no child would be made unhappy by being repeatedly excluded from the social life of his group.

In working together on planning committees, on the bulletins, and exhibits, both parents and faculty revealed hitherto unknown talents. A new appreciation of each group for the other was fostered. The processes of association have been as important as the activities themselves.

Two suggestions for next year have already been made. One recommended a more detailed study of the movies, comics, and radio. The other was a request for further information from the courts and other community agencies as to how these parents and teachers can be helpful as citizens in providing more adequate recreational facilities for all the children of the neighborhood.

Chapter VI

EVALUATION OF ATTAINMENT IN SPIRITUAL VALUES

How can the teacher or the principal know that progress has been made in spiritual growth? To say that such evaluation is difficult is not to say that it is impossible or that it should not be undertaken. Differing methods are needed—subjective as well as objective—and there is need for faith that more progress is being made than is apparent on the surface.

Three articles give major emphasis to the problem of evaluation. The first tells how four familiar supervisory technics—observation, working directly with pupils, conferring with the teacher, and the keeping of anecdotal and cumulative records—can be helpful in appraising the sincerity and effectiveness of efforts to promote the spiritual growth of pupils. A second article is an example of co-operative writing by a committee of teachers. They begin with the conclusion that spiritual values have been high in their school situation and then seek to analyze the value of various aspects of the school program in bringing about the results which they approve. One writer calls attention to the use of paper-and-pencil tests of attitudes, and to the scrutiny of ideas expressed in written work in general, as sources to consider in appraising growth in spiritual values. He recognizes also the place of observation of conduct in applying the eight criteria suggested in his article.



Public schools, Madison, Wisconsin

The school where spiritual values are high seeks to provide for every child as full and rich a life as he is capable of enjoying.

Evaluation in the Realm of Spiritual Values

By GENEVIEVE BOWEN

*Elementary Supervisor, Bucks
County, Doylestown, Pennsylvania*

EVEN the least sensitive person who enters an elementary classroom is aware at once of the spirit which prevails in that room, the intangible something which exists among those who live together for these few hours of every day. How can it be defined, how can its growth be measured?

To the principal or supervisor who recognizes the importance of that something to the success and worth of the educational process being carried forward, the answers to these questions are essential. No paper-and-pencil test alone will reveal adequate answers. By what means can they be secured?

The following means are those used by one supervisor to discover the spiritual values which are being developed in the schools with which he works.

Observation

While this is essentially a subjective method of gaining information, certain objective questions may be formulated. Does a spirit of friendliness and acceptance prevail between teacher and pupils? Are the pupils people in their own sight and in that of the teacher? Are they encouraged to ask questions and develop problems? Do they attack these problems with eagerness and freedom? Is the slower thinking child allowed time to draw his own conclusions? Is he heard with attention and respect by the group? Is the able child encouraged to explore beyond the scope of the group's study?

Certain physical aspects of the situation likewise reveal the spirit of the relationships within the group. Does the children's own work take precedence over commercial pictures or decorative devices? Do bulletin boards, museum collections, and other centers reveal rich,

broad interests? Are they the children's projects, or mere bric-a-brac brought in by the teacher? Are the children eager to show them to the visitor? Do their explanations indicate penetration beyond the object itself into the deeper underlying educative values? Do the children use these objects in their study and discussions?

The routine organization of activities is a further index of group relationships. Do pupils move freely about the room, with real purposes, without disturbance and confusion? Are routine activities, such as passing materials, keeping the room tidy, and the dismissal of classes, accomplished informally yet economically? Do children observe small social courtesies habitually and naturally?

Observation of the teacher herself also offers significant conclusions. Does she recognize the arrival of the visitor informally, not interrupting the work of the class? Is she natural and at ease with the children in the visitor's presence? Is she aware of the activity of each child, guiding it by a glance or nod, without excessive talking? If an emergency arises is she calm and objective, giving the child security and confidence in taking care of it himself? If censure is called for does she administer it courteously and unobtrusively, helping the child to realize his mistake but not undermining his self-respect? Does she make it clear that she accepts him, while not accepting his undesirable behavior? Does she give praise naturally and simply, lifting the child's self-confidence but not embarrassing him before his fellows? Does she show liking and respect for every child?

Working with the Children

If the supervisor himself is sufficiently in rapport with the situation he may sit in on a discussion or even take over a group for some special purpose. The children's response in such a case is a valuable index of their poise and self-confidence, as well as of their teacher's attitude toward supervision. Do they accept the visitor as one of them? Do they talk easily and freely with him? Do they include the teacher as a member of the group, yet not turn to her constantly for reassurance? Do they ask the visitor questions, even raise points of disagreement? Do they volunteer information, bring out materials of their own, offer suggestions as to future activities?

Conferences with the Teacher

Ideally, each supervisory visit should be followed by a conference with the teacher. Here the supervisor may evaluate the teacher's recognition of spiritual values most clearly. Does she show recognition of the worth and possibility of each child in the group? Does she have a clear understanding of the factors which influence each one—his home and family background, his native ability, his personality strengths and weaknesses, his relationships with the group and with herself? Does she see beyond the immediate day's activities to the larger objectives which they may serve? Does she have an earnest conviction of the power of the school's activities in molding children's spiritual development? Does she work as definitely toward that purpose as toward developing their academic skills?

Anecdotal and Cumulative Records

The school which is sincere in its effort to develop the child's spiritual well-being devises means of recording and evaluating its growth. Do the teachers recognize the significance of small incidents, of children's remarks in casual conversation, of attitudes and reactions revealed in the day's activities? Is there some provision made for systematic recording of such significant items? Are these records referred to frequently for use in guiding children and in evaluating their growth from month to month, or year to year? Do the records sent on to succeeding teachers provide them with information concerning the child's spiritual health and growth as well as his academic progress, physical growth, and health? Do teachers come together at intervals to discuss their findings, to cooperate in interpreting them, and to devise constantly improving methods of compiling and utilizing them?

The evaluation of spiritual values in the educative process must in part be a subjective process. The realm of feeling and generalized reaction are not to be underestimated but they are most valuable when checked and reinforced by observation, working with the children, conferences with the teacher, and the noting of anecdotal and cumulative records.

Teachers Evaluate the Educational Climate

By THE MACARTHUR SCHOOL
ETHICS COMMITTEE*

MacArthur School, Vanport City, Oregon

THE MacArthur School is part of the educational system that sprang up almost overnight in early 1943 when Vanport City was built. The community housed up to thirty-five thousand people working in the Kaiser shipyards during the war. Children came from every state and from across our northern and southern national boundaries. MacArthur School enrolls children from nursery thru Grade VI.

Like the pupils, teachers also came from everywhere. The school was free to develop into what its personnel most wanted it to be. No precedents had been established; no red tape stood in the way; everyone thought of the school's work as a challenge and an adventure. Everyone has learned much from this pooling of ideas and procedures and no one would have missed the opportunity to work here. Perhaps it is this very newness of approach and freedom of action that accounts for some of the results observed.

With the war over, the population has been reduced more than a third, and the school no longer has to operate twelve-hour days and seven-day weeks for twelve months of the year. For the first time there has been some opportunity for leisure to assess values and review the significance of what has happened.

A volunteer group of teachers, calling themselves the Ethics Committee for lack of a better name, has met twice monthly during the year. They have been seeking an explanation of the fact that in this overcrowded, understaffed school, organized in haste, overwhelmed by pupils of totally unrelated backgrounds, there has been a discernible trend toward the attainment of spiritual values. They

* Helen Daley, Hilda Johnson, Laura E. Kellar, Elizabeth Loken, Gertrude Stephenson, Gertrude Taylor, and Dorothy White, assisted by Helen Campbell.

know that they are sensing here something that is not always found in schools. They feel some degree of attainment of a spirit, an atmosphere, a camaraderie, a response to what is right and best—an elusive quality toward which good schools always aspire. Gl glimpsing this has given more than one teacher the courage to believe that spiritual values can be attained. But how? What brings this about? Who is responsible? What is happening that is different from the usual?

The group is still searching for the answers, but they have arrived at certain generalizations that may help them to further thinking:

First, we do believe that character development must be the basis of education if democracy is to succeed. But we do not believe that character, spiritual values, high morale—by whatever name it may be called—is achieved by any one device or a series of them. We do not claim that we have done much, if anything, different from many other schools, nor that any one thing more than another has been done solely for the sake of the development of spiritual values. We think the chief difference lies in the spirit of everything that is done, in the attitude of teachers and other workers toward the doing, in a sincere belief on the part of everyone in the inherent value of every individual child, and of each one's right to as full and rich a life as he is capable of enjoying, here and now.

Second, we believe that the working out of the democratic process, which has been the basic underlying philosophy of the Vanport schools, provides the best, if not the only atmosphere in which true spiritual values can be attained. The administrative head of our school system believes in the efficacy of the democratic process, has gathered around him others of similar beliefs, shares planning and responsibilities with the principals, and encourages them to do likewise in dealing with the faculties. In turn, children tend to share in this way of living together—not perfectly of course—but to the extent of our abilities in carrying out the ideal constantly before us.

To this brief summary of common beliefs as to the basic educational method that underlies growth in spiritual values, the following statements are added. They include the comments of several different teachers on phases of school service that appear to them to be important.

Regard for the Individual

The sixth-grade teacher who served as chairman of the Ethics Committee made these comments:

From the moment of his reception by the orientation teacher, the pupil is made welcome. He may stay with the orientation teacher from an hour to a week, depending on his own needs. After his history has been received and a standard test administered, he is made acquainted with the various special classes he will attend. Eventually he is placed in a grade classroom where he is cordially received by the teacher who introduces him to the group and then puts him in the care of the welcoming committee whose duty it is to make pupils feel at home. In a very short time he is taking part in activities like an old-timer.

Various special needs are met. For example, the teacher may find that the new pupil has difficulty with reading. He is then assigned to the remedial-reading teacher who works with him for a half-hour per day for as long as necessary to bring his reading up to the proper level if this is possible. One teacher has given full time and another half time to remedial reading. Should a pupil have a speech defect, a trained speech teacher is available to help the child overcome his handicap. A psychologist may be called in to study a child who seems to be emotionally unstable or socially maladjusted. After holding conferences with the child and studying all possible environmental factors the findings are made available to the teacher. What appears to be a problem of discipline may be intelligently solved by this approach. If a child fails to make the progress that seems normal for him, a special test is given by a trained person. This helps the teacher understand why the child is having difficulty.

Sometimes the teacher needs a contact with the home of a particular child for aid in understanding him. A visiting teacher performs this task in a friendly way and reports back to the teacher and principal just what the home conditions are. If the teacher wants a conference with the mother, a two-hour period each month is set aside for just such conferences. At least a half-hour is scheduled for each interview; in this period both teacher and parent learn from one another. In addition to these planned conferences, parents are always welcome for more casual contacts.

For every child there is an hour of club activity each week where he may pursue whatever special interest he has; for example, art, music, library, nature study, or dancing. In these clubs the children may grow and develop in whatever field their interests lie.

A trained nurse is present to take care of any health problems that arise. As part of the health program, each child has an audiometer test. If any hearing defect is noted, a doctor examines the child and makes recommendations to the parent as to treatment. Cases of defective vision and speech maladjustments are handled the same way.

Classes are small enough for the teachers to really study the child and to watch his growth. When every child has a chance to develop in an atmosphere where every phase of his life is intelligently studied and where help is given when weaknesses appear, it is little wonder that we have a cheerful, cooperative group of boys and girls of many backgrounds.

Respect—Not Tolerance—for All Groups

MacArthur School is a mixture of cultures—many Negroes, some Japanese-American, a few Chinese, Indian, and Mexican. The community includes southern white families with traditional feeling about race relations. The Ethics Committee has tried to decide why it is that almost no racial feeling, much less friction, exists at school. The members agree that the fine work of the Negro teachers on the staff is one important factor. The way that group relationships are organized has also helped to develop in each pupil an unselfconscious respect for all other pupils. One teacher, with a special assignment that took him to many different classrooms, said:

The executive staff laid down few rules and regulations. Teachers were, for the most part, on their own. There was one important exception. From the superintendent, thru the principals, to the classroom teachers, no exceptions were tolerated to the rule forbidding any kind of racial discrimination.

My duties as a special teacher took me into more than fifty classrooms. Negro pupils were in every class, but I saw no sign of racial tension. The children worked together; they played together; they took part in all school activities together; and yet there was almost no friction.

Even teachers who came into this school with established racial conditionings have changed their attitudes in the face of proof that Negro pupils are as good and as bad, as bright and as stupid, as above average and as below average as are white pupils, when they have had the same background for development of potentialities.

Our seating arrangement at tables and our group discussions for special assignments creates a friendly atmosphere, every student learning the qualities that make him most acceptable to the group. Discussions on honor, decency, cleanliness, and a just consideration of others tend to make him regard other students on an equal basis.

Recognition of inherent individual abilities such as musical, athletic, or oratorical talent gives the child pride and confidence in himself and

meets his need of being wanted in his group. The school provides many opportunities for the child to gain self-confidence and a feeling of belonging.

We know that it is not what the child learns, but what he does with what he learns, that is the real mark of education. It was this putting of democratic attitudes into action that made racial equality such a forceful learning experience in the Vanport schools. How far this experience will reach down into the lives of the children who shared it cannot be measured. But that it will go deep, there is no doubt.

Our weekly assemblies have proved to be a good workshop of democracy. Most of the programs have been an outgrowth of classroom work. Visitors and outside entertainers comment often on the happy and wholesome atmosphere on these occasions.

All the children have had opportunities to participate both as an audience and as performers on the platform. They have learned about and discussed the different kinds of behavior for each. They have been taught how to sit, stand, walk, and talk correctly; how to make and acknowledge introductions and announcements. Consequently, they sense more keenly the value of rules of auditorium or group behavior. They more intelligently and more graciously give up some individual rights for the good of the whole.

Each week, improvement is noted. Patient reteaching and reminding go on constantly. Some of the spiritual qualities in evidence are: respect for each individual and his contribution—simple as it sometimes proves to be; faith in one's self and in fellow students; creativeness and freedom of thought, speech, and action; the assumption of responsibility, unselfishness, cooperation, and adaptability; love of beauty and harmony; and loyalty to fellow students, country, and God.

All thru the rehearsal for the Christmas play, which was of a religious nature, observers and teachers were aware of the reverence, quietness, and earnestness that prevailed. At a memorial service for President Roosevelt the earnestness and solemnity expressed were most touching.

Civic Responsibilities

Experiences essential to growth in citizenship are provided in the student councils. Pupils get actual practice in democratic procedure and in habits of participating in public affairs. Problems brought in from the various rooms or from the administration are presented and discussed, recommendations are made, and reports are brought back to the rooms.

Usually meetings are held in rooms each week. Votes are taken when needed and new problems may be presented for the representative to

carry back to the council. The children are learning thru experience that a truly representative government is impossible unless all the rooms participate. Again they learn by doing—they see the result of mistakes and how to correct them.

As a result of the student-council activities, we see better informed, better behaved, and more efficient school patrols (for they soon learn that an officer is a helper not a boss); a greater respect for property, reflected in the appearance of lavatories, library books, and art work hung in halls; a more sincere attempt to avoid waste of food in the cafeterias; and improved punctuality. •

Experience Enriched thru Art

A great deal of beautiful art work is done by MacArthur children, considering that a large majority of them have had their first contact with this opportunity since coming to Vanport. The related-arts program at MacArthur School has been so organized and developed that it is more than just art teaching. It has been correlated in part with classroom themes or units, with strong carry-over values, both spiritual and material. The three examples described developed reverence, confidence in self, group cooperation, wholesome pride, and an appreciation of beauty in general:

One sixth grade planned and painted four attractive murals on the walls of their room. Four committees of two were chosen, including one retiring or shy student on each committee. These murals were expressions of personal achievements in related arts by both type children. The shy students were supported and spurred on by the more confident artists. One criticism of this activity might be that too few children participated, but during the study of the unit all in the room had opportunity for individual expression thru painting individual panels. There was no evidence of jealousy by those not included on the committees, rather wholesome pride that their classmates were capable of painting such attractive murals. The value the retiring children received, their increased confidence, their pride, more than overbalanced the use of small committees. This project was a splendid evidence of cooperation and harmonious thinking and doing.

A delightful project by a fourth-grade group was a mural of Oregon birds. A simple study of birds was completed first. Each child studied a bird, drew it, and colored it true to life. Next a large tree was painted on the wall space, drawn so as to leave room for the birds. Each child

reproduced his own bird on a branch of the tree, the ground, or on the fence in the mural. This was a happy, harmonious, entire group participation. The study of birds was a fine approach to reverence thru appreciation of the beauties of nature.

Appreciation of trees was developed in a unit by a fifth-grade group. Each child studied a tree—where it grew and its peculiarities. An original, creative composition was made by each pupil from his careful study of a tree. These pictures formed part of the decorations of the room for a long time for they were truly fine. The group became tree conscious and developed keen observation. A collection of things and materials relating to trees was gathered, and a record of the entire project was kept by each pupil and made into an attractive book. In the fine sense of room unity developed in this study, a party was planned for parents so they could see the results. The children gave a short program and were then hosts and hostesses at an attractive tea. Parents were guests, also some special teachers, administrators, and a Portland poet whose poem about trees had been much enjoyed by the children.

Time for Happiness

A special purpose and accomplishment of this school has been to provide for these children some of the security and happiness that in peace time they might have found in their homes. One teacher made this statement:

Vanport from start to finish was created by war for war. The housing units were planned as war workers' living units, not homes. The men and women who occupied these units worked in the shipyards night and day.

Vanport was anything but a happy environment for children. Proof of this statement is contained in a survey of the children's reactions to their life in Vanport. These are some of the complaints: "The units are so ugly" (apartment buildings all painted originally in very dull colors as camouflage from bombing). "We live too close to people." "Everything is the same dirty color here." "I miss the flowers we had at home." "If you make a noise the neighbors pound on your wall." "Mother is always working."

The children listed as what they missed most "relatives," "pets," "snow at Christmas," and "homey surroundings." Coming from every direction, of many races, they expressed a common hunger for the security of home.

The teachers were called upon to put back into the lives of these chil-

dren that which war had pronounced expendable—security, attention, a sense of individual importance, and the spiritual values on which mankind thrives.

Never will I forget the first Christmas celebration in MacArthur School—Christmas trees up and down the halls and Christmas parties in every room at which Santa appeared to celebrate. The auditorium was packed to capacity; eager, happy children with excited, upturned faces were all together enjoying the beautiful pageantry of the Christmas story. Thru the auditorium windows, one could see the safety helmets of war workers as the parents of these children peered in on their way home from work, happy in the knowledge that war had not deprived their children of the joy of Christmas.

Thru other parts of the year, as well, these teachers did many things that contributed to happy living for these war-project children. It was this "pinch-hitting for the home" so successfully correlated with classroom procedures that seems to me to be the secret to that "something different" which all members of the staff recognize as distinctive of the Vanport school system.

No Magic Formula

Just the effort to do good teaching and the opportunity to do it in an air of democratic equality—these seem to be what is found as an explanation for the high morale and sense of satisfying achievement in the war years at MacArthur School. The committee believes that its efforts at analysis were themselves helpful. As teachers, they will value more highly, in any school, specific evidences of democratic sharing in school management, regard and respect for the individual pupil, education for civic responsibility, creative experiences thru art, and the maintenance of a homelike atmosphere.

The shy backward child whose name is the last we learn in a class is likely to be the one who most needs our help. Let us develop in this child the courage to assert himself.

—PUBLIC SCHOOLS, LOS ANGELES, CALIFORNIA,
Moral and Spiritual Values in Education

A Suggested Approach to Evaluation of Spiritual Values

By **LESTER B. SANDS**

*Head, Department of Education, New Mexico
Highlands University, Las Vegas, New Mexico*

THE possibility of measurement in the area of spiritual values lies in evaluating overt behavior from a spiritual point of view. It is indeed impossible to measure that which is unexpressed, such as sensations of inspiration and depression, visions of totality in life, and emotional impressions. Yet these are the fabric of spiritual life, they have a positive reality, and to some degree they are revealed in the visible and audible reactions of the individual to the outer world. To make any approach toward evaluation of spiritual values we must assume that the spiritual life of a person is expressed at least in part thru his observable conduct—his actions and language. In this assumption we are supported by psychologists and philosophers, who in general accept the view that objective behavior is truly representative of mental and spiritual life.

Another fundamental assumption must be that spiritual life is adequate when the individual becomes a part of all that is socially worthwhile in his personal and institutional associations. He becomes identified with worthy purposes and activities yet he maintains his free personality. A worthy spiritual life is manifested thru wholesome participation in all areas of life.

To evaluate the spiritual responses of a child one must be quick to note revelations in words of his thinking and attitudes and, also, must study his behavior in various types of situations. Insight may be gained from what the child says in classroom discussions and problem situations, from his creative efforts in art and in written language, and from attitudinal tests. The sympathetic teacher often will read between the lines that pupils write. Anecdotal records from classrooms, halls, playgrounds, and any other locale may be significant in revealing the child's response to problems of human relations.

Suggested Criteria

Criteria are needed to interpret the spiritual significance of the records and informal observations. Eight criteria are suggested here as bases for an evaluation of spiritual status and progress:

1. Respect for others in terms of personality, individuality, rights, and freedom
2. Sympathy for the less fortunate
3. Cooperation in personal and social situations
4. Promotion of desirable standards of behavior—individual and social
5. Recognition of adults as spiritual leaders
6. Participation in group activities of a spiritual nature
7. Consideration for public and private property
8. Appreciation of the school.

Each of these criteria may be applied to (a) language or creative art expression that reveals attitudes and feelings, and (b) anecdotal records or other observation of behavior. The analysis that follows uses this twofold basis for discussing each of the eight criteria.

Respect for others—Attitudinal responses of respect for others should include expressions of fundamental respect for all individuals irrespective of race, creed, or national origins. This basic respect is nonpartisan, unprejudiced, and voluntary. It considers all humans as entitled to equal rights in freedom and security.

Behavior evidence of respect for all peoples should contain anecdotes of group and individual acceptance of all people on all levels. Situations involving the home, the school, and the community should reveal democratic respect for all individuals.

Sympathy for the less fortunate—An attitude of sympathy for those less fortunate in health, physical strength, economic circumstance, and political and social conditions is an evidence of spiritual development. Tests can be built which reveal such attitudes both in children and adults.

While expressions of sympathy for the unfortunate are wholesome, they are meaningless unless implemented with action. Evidence of helpfulness to others is needed to evaluate an individual's growth in spiritual channels.

Cooperation in personal and social situations—Spiritual values can be studied by the degree to which an individual is willing to cooperate with individuals and groups in social and institutional life. It is possible to arrange an examination that will appraise a person's desire to work with others.

It is also necessary that action be observed in order to establish the fact that a person's expressions in favor of cooperation are not mere statements. Teachers, parents, friends, and employers can always cite instances of an individual's behavior in terms of cooperation.

Promotion of desirable standards of behavior—Spiritual living is related to good behavior in all types of situations. Where standards are known, it is possible to examine an individual relative to his desire to improve such standards by his own conduct. Such examinations sometimes reveal a surprising ignorance of standards supposed to be generally known.

Anecdotal records of conformance to standards, and violations of them, should be helpful in diagnosing this form of spiritual value.

Recognition of adults as spiritual leaders—It is entirely feasible to create a test estimating the degree to which young people consider adults to be spiritual leaders. However, if the adults with whom the students are acquainted are not spiritual leaders, no derogatory score could be marked against the young people. Young people are always in need of such leadership from adults, and it should be the expectation of schools and spiritually oriented organizations to produce more spiritual leaders.

The respect and behavior of children toward adults will reveal whether they recognize them as leaders. Such evidence is highly essential in estimating the degree to which the school can encourage spiritual progress.

Participation in group activities of spiritual nature—The attitudes of children toward educational assemblies, toward church, toward symbolical ceremonies, and toward small spiritually directed gatherings should present evidence of a student's appreciation of the social nature of the spiritual. Without such appreciation, children will be inclined either to cynical nonparticipation or to stolid conformance to what is to them a meaningless exercise.

Actual evidence of readiness and ability to participate in spiritually focused activities is undoubtedly the best possible method of determining appreciation of group spirituality. Actual participation in all types of group activities is also significant of the feeling for group cooperation and offers grounds to assume incipient spirituality.

Consideration for public and private property—The care and protection of public and privately owned property may be considered to be an aspect of the fundamental respect for this society. Tests can be arranged to study the attitudes of students toward materials belonging to others. While material things are not absolutely essential to spirituality, yet the attitudes of persons toward material things are highly significant.

Notes on the behavior of students toward property in and about the school, in the home, and in the community should be helpful in verifying expressed attitudes.



Public schools, Dearborn, Michigan; Whalen photograph

The school encourages fellow feeling and cooperation.

Appreciation of the school—An understanding of the school as an important agency of society should be of significance in rating the attitudes of spirituality in pupils. While the school includes a physical plant under the control of adults called teachers, its purposes are idealistic. In the same way, other agencies of society should be fully comprehended by pupils, and tests can be made to evaluate this understanding.

The appreciation of school is frequently revealed by young people in their desire to attend school, the regularity of their attendance, their sorrow when schooling is over, and their visits to the school after the completion of their own courses. Such evidences are true spiritual appreciations for the school.

School Rather than Pupil Is Evaluated

Efforts at evaluation such as those suggested should help to identify the individual pupils who are responding or not responding to the spiritual influences in the school atmosphere, and may lead to individual adaptations of approach or method with individual learners. Of equal or greater significance is the revelation of strengths or weaknesses of the school itself in promoting spiritual values for its pupils. The findings may be a challenge to the faculty in appraising the school program as a whole.

The all-important question still remains: by what spirit are our schools animated? Do they cultivate the higher faculties in the nature of childhood—its conscience, its benevolence, a reverence for whatever is true and sacred? . . . The foundations of national greatness can be laid only in the industry, the integrity, and the spiritual elevation of the people.

—HORACE MANN, *Ninth Annual Report*

Chapter VII

SPIRITUAL VALUES IN THE DANIEL WEBSTER SCHOOL

HAROLD V. BAKER, chairman of the Editorial Committee for 1947, died at Memorial Hospital in New York City on March 2, 1947. His ideas and contributions appear thruout the yearbook; the entire volume, in one sense, is a memorial to him. His co-workers on the Editorial Committee desired, however, to add a more personal tribute to his leadership in education for spiritual values.

He shunned the limelight for himself but always was gratified by appreciation for the school that he served as principal—the Daniel Webster School of New Rochelle, New York. The Committee felt that the recognition that would have pleased him most would be an interpretation of the school to which he gave many years of inspired service. In this plan the Committee was fortunate in securing the help of several members of the Daniel Webster School staff. In the spirit of selflessness that seems to be typical of the school these persons prefer not to have their names listed. The Committee is grateful to each one for the service given.

The article that follows, dealing with one school and with the man whose life is reflected in the school, gives an inspiring picture of the elementary-school principalship at its best. Beloved by children, trusted by teachers, respected by his community, Harold V. Baker added honor to his profession.



Photograph by Sam Joe Smith, New Rochelle, New York

HAROLD VERNON BAKER

Principal of the Daniel Webster School, 1932-1947

"To me a child has a spirit and we in the schools can do much to help that spirit grow into something finer and finer. . . . A child's spirit has tremendous worth."

Spiritual Values in the Daniel Webster School

By STAFF MEMBERS

Daniel Webster School, New Rochelle, New York

DANIEL WEBSTER SCHOOL has a spirit which is felt the moment one enters the building. A casual observer, upon entering, may think it is the effect of the lovely Tudor building designed to be an integral part of the neighborhood, the artistic entrance, or the adjoining auditorium with its beautifully carved oak paneling, decorative ceiling, leaded glass windows, pipe organ, and warm brown velvet draperies which lend an atmosphere of serenity and beauty; but the real spirit of Daniel Webster School, which the sensitive thoughtful observer experiences, is something far deeper and more spiritual than mere architectural or material surroundings. The spirit of Daniel Webster School is the spirit of Harold Baker, created by a man having lived and worked in it, who believed in justice and creative cooperation, who had faith in human beings, who appreciated the arts, music, and fine literature, and above all believed in the dignity of the individual and the joy of work well done.

Mr. Baker dedicated himself to the development of children and the establishment of a wholesome, worthwhile atmosphere wherein children might grow toward greater individual and social maturity. He exemplified the virtues of good character and democratic living. Because of his character and personality he had a stimulating and stabilizing influence upon the the teachers, pupils, and parents of the community as a whole.

Faculty Members Are Friends

Principal-teacher relationships were those of real democracy and served as a model for democratic teacher-pupil relationships. In order to be constantly studying and evaluating existing practices of the school, well-planned democratic faculty meetings were held

regularly in the teachers' lounge, where an atmosphere of social and friendliness prevailed. Tea always preceded the meetings, and they were kept upon such a high plane that teachers never looked upon them with a feeling of boredom. Instead, they have considered them an opportunity to help in the planning of the school's program and they have left them with a greater appreciation and satisfaction in their work, a better understanding of themselves, their fellow workers, and the children under their care, and with more definite plans for the future welfare of the children.

Through these faculty meetings and individual conferences Mr. Baker's philosophy of education and psychology of human beings which were so much a part of his unassuming, sincere personality were readily absorbed by teachers and willingly put into practice. Teachers were given a feeling of security which they in turn seek to use as a model in helping each child to feel more secure in his environment.

Each weekly bulletin to the teachers ended with a quotation carefully selected for the week, or more often some bit of philosophy to inspire the teacher in her work. New books, current magazine articles relative to education, and bits of poetry were circulated among teachers or placed upon the counter in the office in an inviting manner. The weekly newsletter has gone out each Wednesday at noon for the past fourteen years, giving parents a keen insight into the happenings of the school, the philosophy which guides their children, and an appropriate quotation for their pondering.

Serenity and Happiness Are Valued

Mr. Baker's sensitivity to beauty and the finer things of life has enriched and influenced the life of the school and helped to provide an atmosphere of serenity and beauty in which the spirits of children could grow into something finer. Each day at Daniel Webster, school starts with a musical selection broadcast over the school radio system to every classroom. The musical selections have always been carefully chosen to fit special days or occasions; whether, as during the last war, it was a patriotic selection to emphasize some victory or

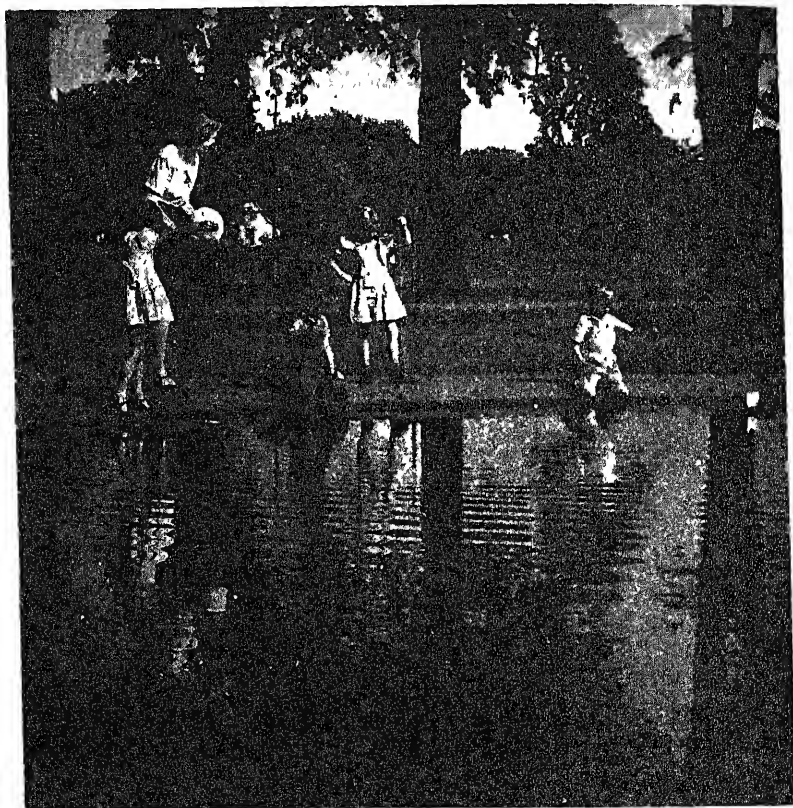
it were only a cheerful or lively selection to dispel the gloom of a dark and dismal morning. If a class were working on some particular music, records from that source were played, much to the children's delight. Then, too, children were encouraged to tell Mr. Baker their favorite selections among the school's record library so that these could be played in the mornings. Children took an active part in these morning broadcasts, making their own announcements of activities in which they were interested. Besides these announcements and his own, Mr. Baker always mentioned, in his calm and pleasing voice, something of interest or beauty that he had seen on the way to school—it might have been the mist rising from the near-by lake in the early morning, the riot of color from the leaves reflected in the water on a fall day, or the beauty of the pale green willows bordering the lake in the spring. Because of this influence the lake itself has become part of the school. Classes go to it frequently, for sheer enjoyment of its beauty, to have a story read to them, to enjoy a marshmallow roast or a picnic, or to go on a scientific jaunt to study the plant and animal life and gather materials for terrariums and aquariums.

Music Has a Central Place.

Music probably plays a greater part in this school than in most elementary schools, because children are always encouraged to hear good music and to make good music themselves, be it instrumental or choral singing. The school has an unusually fine band and orchestra. It is always an inspiration to see the children carrying their instruments and to observe their eagerness to get to their instrumental lesson or to band and orchestra rehearsal. Hardly a Wednesday (which is band and orchestra day in the school) went by without Mr. Baker appearing in the back of the auditorium to enjoy the children's efforts. They watched for him to come and noticed when he did not appear. If he were too busy to go in, he always opened the doors so that he could listen to the music while he worked in his office; this the children always observed too. One child wrote:

A few months ago I was entering the school with my violin when Mr.

Baker stopped to say, "Pat, how are you getting along with your violin lessons? I hope you will be playing in the orchestra next year." I said, "I will, because I am going to study very hard." "That's the spirit," he replied. I am sure he knows I am playing in the orchestra now. His kind



Public schools, Des Moines, Iowa

Children come to a school where beauty is valued.

and loving words will inspire me to do my very best.—Patricia Downey,
Grade III

While Daniel Webster is one of the few elementary schools in the United States to have a pipe organ, it is indicative of Mr. Baker's philosophy that it was not just a thing to be looked at or used only on special occasions. Children practice on it every day during school

hours. Free instruction is given by the director of music, who answered Mr. Baker's appeal to make the instrument a part of the children's everyday education. This is just another one of the many musical opportunities afforded in Daniel Webster School.

Beauty Is Seen and Created

Beauty has always been emphasized in the lives of Daniel Webster children in every possible way. Small sculptures are found in window niches and the office. Lovely flower arrangements are found in many places thruout the building. The exhibit cases in the halls carry a constantly changing display of the children's art and craft work. The chairman of the parent committee on art selects prints of art masterpieces from the New York City museums each month, to be hung in the halls of the school. There are pictures to interest children of all ages from the kindergarten thru the seventh grade and always one selection of particular interest to the teachers. Above the oak paneling and bookcases in the school library is a colorful frieze painted by an artist of the community. This frieze depicts characters well known in children's literature. The children of the school chose their favorite stories in folk and fairy tales to be depicted

Another way in which children help to create beauty in the schools is thru their flower show in the school gymnasium each spring and thru decorating one of the Christmas trees at the holiday season. Each year at Christmas time Daniel Webster has two trees—one is decorated with thought as to color scheme, with ornaments bought from the stores. The other, which stands in the central foyer of the school and reaches to the ceiling, is the children's Christmas tree. Every child in school helps to make the paper decorations and to place them on the tree. To the eyes of the artistic person the tree isn't always all that could be desired; but in the eyes of the children it is the loveliest tree in the world. They never grow tired of admiring it or pointing out their own ornament. Carols are always sung around this tree by individual classes for the enjoyment of others. Parents and friends are brought to see the tree.

Every Child Counts

Mr. Baker was completely absorbed with the development of the whole child. He knew each boy and girl in school by name. Children likened him in their writings to their fathers, because they felt he was particularly interested in them. He was interested in their spiritual, moral, esthetic, emotional, and physical welfare, as well as their intellectual growth. With him they felt secure and confident. They knew that they really counted as persons from the day they first entered Daniel Webster School. One year, just about Christmas time, a little boy from Czechoslovakia, who spoke no English whatever, was registered by his parents for the kindergarten. Mr. Baker took them there and introduced the boy and his parents to the teacher and the children in the room. They were singing a Christmas carol and immediately Mr. Baker asked the parents if the boy could sing the words in his native tongue. They spoke to the boy who looked up at Mr. Baker and then joined the children in "O Tannenbaum." Eight years later as the boy was leaving Daniel Webster School his father wrote Mr. Baker and told him how this simple incident had made the boy, and they as parents, feel at home at once in Daniel Webster School and that they had never lost that feeling for the school and its understanding principal.

The children instinctively loved him and responded to his innate kindness and goodness. It was not unusual to see him walking thru the halls with half a dozen small children hanging on to him. When he went to their homes for dinner, as he often did, it was a rare treat for everyone in the family. He was a good friend, into whose lap a small child could climb to hear a choice fairy tale or a bit of poetry.

One fourth-grade boy wrote of him:

I remember Mr. Baker playing with the children before the bell rang. He used to pick up the small children and start laughing. Mr. Baker was a jolly man. We couldn't have had a nicer principal than Mr. Baker. In some schools the children don't like their principals because he treats them bad. We all loved him and still do. Very few of us will ever forget him and his kind words.—Tommy Tranquillo, Grade IV

With all the love and understanding that he gave children he never failed to let them know that he knew they could be fine persons and he expected it of them. Consequently they strove to live up to his expectations of them. An editorial in the local newspaper said:

Dr. Baker had unique and progressive ideas and sought to put them into practice. He did not seek to revolutionize the school, but to introduce whatever changes he thought advisable, thru the medium of steady progress on the basis of thoro study. His was the kind of school that the children who attended it will long remember for the unusual way in which their interest was aroused, their education promoted, and their lives enriched in the earliest years of their schooling. His loss is immeasurable to his family, his friends, his school, and his community.

To stimulate more interest in world affairs and the world about them Mr. Baker would often question the children informally as younger equals. It gave them a feeling of great pride and satisfaction to impart their knowledge to him, and learning became more fun to them.

To aid creative thinking was his strong desire, and his willingness to listen to poems or articles written by children encouraged many of them. Always constructively critical, he gave the child the feeling that his work had real merit and that he appreciated their confiding in him. Their scripts for broadcasts were often brought to him for criticism and comment, and his suggestions were always graciously accepted. Articles for the local newspaper were shared with him before they were taken to the editor.

Children Help in Planning

Children and teachers participate in a democratic way of living at Daniel Webster School. The student council, known as the Betterment League, is made up of student representatives from the third thru the seventh grades. Each class elects its own representatives and the council meets twice a month. They elect their own officers and conduct their own meetings. School problems are discussed and the representatives are guided to their own conclusions thru occasional suggestions. The Betterment League is their own organization and

not one run by the principal. Mr. Baker was a quiet observer who listened and spoke when requested. The children know that it is their



Public schools, Des Moines, Iowa

Birds, trees, and flowers are watched thru the changing seasons.

own council and that the responsibility of making decisions is their own. The guides to living at Daniel Webster School and the bicycle rules were a result of many deliberations on the part of the council.

Cooperative enterprises have always been encouraged because they develop qualities in a child's life which other activities fail to do. The school newspaper, "Web-Stirrings" is a fine example of the art of working together. Broadcasts over the school radio develop the pupil's ability to appeal to others for contributions; selection of articles by a committee develops discriminating taste; art work is an outlet for some who have talent in that field; the preparation of the dummy, proofreading, mimeographing, assembly of the paper, and the delivery to classrooms—all help to utilize the talents of all students in a class. The apportionment of the various jobs reveals a sense of fairness and responsibility in all.

Parents and children share in a common cause over and over in the Daniel Webster child's life. During the recent world conflict war bonds and stamps were sold each Tuesday and Friday by the children of the two fourth grades. Mothers cooperated in the activity and came to the school on a regular schedule to assist the children with the sale and report of the day's total, which was taken to each class by the students assigned to the booths for that day. The enthusiasm of the entire school ran high thruout the campaign.

Generosity Is Encouraged

Students of the school are encouraged to be generous and thoughtful of others. The Junior Red Cross gives constant attention to the needs of others. In time of disaster in other parts of the country the appeal for food and clothes brings quick response from children who are willing to share with others. The donation of clothing and money for the people of the mother city—La Rochelle, France—was unusually generous because of the way Mr. Baker presented the plea over the school radio. A "Treasure Chest of Books" for a school in England with which the children have had contact since the start of the war was enthusiastically filled and sent off. At Thanksgiving and Christmas time canned goods, fruits, and jellies are brought in for the Salvation Army, the Day Nursery, and the Colburn Home. One class visits the home for the aged near the school once a year and presents a musical program for their enjoyment.

Flowers for Mr. Baker during his illness were frequently brought

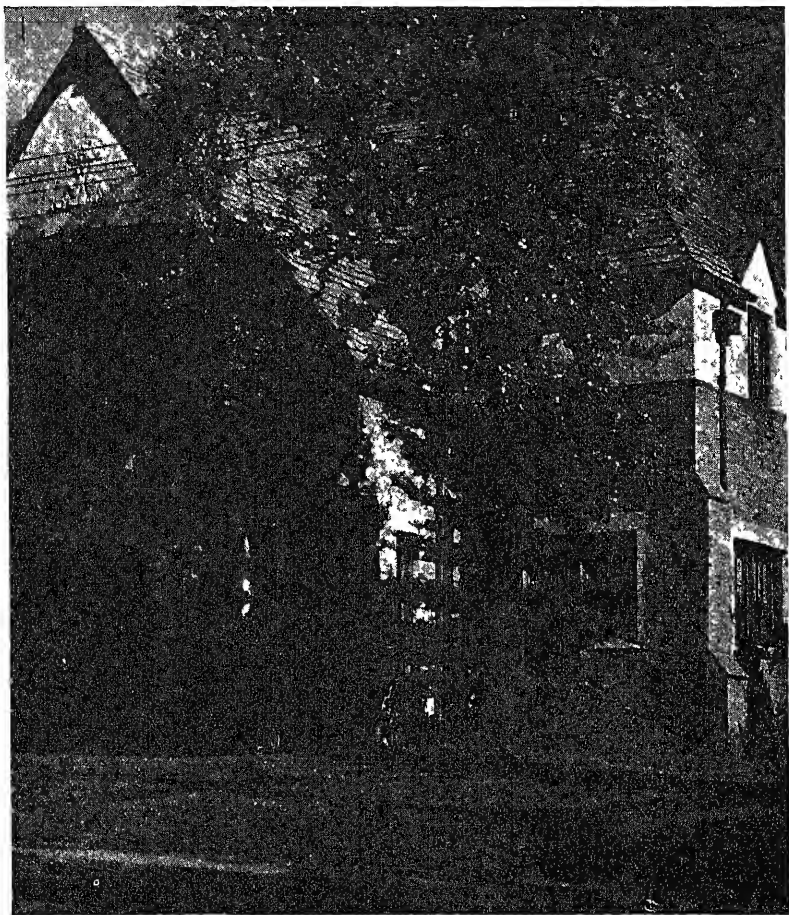
to the school office by children, to be taken to him at the hospital. One day a first-grade teacher was arranging a bouquet which was intended for Mr. Baker. The children watched with great interest and when it was finished several children remarked, "Oh, that will make Mr. Baker feel better, it is so pretty."

Many times parent teas and school activities require cookies and cakes to be made in the home arts room. When younger children must do the cooking older students from the sixth and seventh grades willingly give up other activities in order to assist the younger children in the work. To help one another is a maxim of the school; it begins in the kindergarten and carries thru the entire school life

Parents Come Often to School

Daniel Webster School's closing exercises are illustrative of the truly democratic life of the school, where children and adults of all races, creeds, and color come together to work and play in real harmony and brotherly love. These closing exercises mark the end of the child's work in the elementary school. Giving cognizance to the fact that the entire faculty of the school, as well as the child's father and mother have had a share in guiding these children thru these years, Mr. Baker always desired that both the home and the school participate actively in this event and the type of program designed was one in which such participation could take place

The first part of the program consists of a supper which is prepared by the students of the two seventh grades, their parents, and the teaching and custodial staff of the school. Parents receive a letter telling of the plans and asking if they will assist with the preparation of the food. The parents and the students, under the supervision of the home arts teacher, spend two days in the home economics room of the school making preparations. Parents help with setting the tables and with the decorations in the gymnasium where the supper is served. Prior to the recent war the supper was a picnic supper with the food cooked on outside grills in a picnic grove about ten miles from school. The evening of the program parents and children are seated at long tables and the entire group of teachers serve the guests. Before the dinner fathers and sons often play games out on the school



Daniel Webster School, New Rochelle, New York; Bert Lewis photograph

The elementary school is the people's school. More than any other institution it provides a common background for living.

playground. After the supper a short program is given in which all the seventh-grade students participate.

Each parent is urged to attend; fathers especially are urged to leave business early just once, for, wrote Mr. Baker:

Tho this may inconvenience some busy fathers, it is only once in a lifetime that a child completes elementary school and father is asked to remember this. Your child will remember it if father isn't present.

Such a letter, relayed by a twelve-year-old daughter to her busy father, who was married a second time and living in Chicago, brought him a thousand miles to be present at the supper with his child.

Mr. Baker was truly concerned about the spirits of children, and parents were forever grateful to him for that. Evidence of this may be seen in the following excerpts from letters received at the school after Mr. Baker's death:

How can one venture to put into words the "spiritual values" received from Harold Baker? One would have to be a poet to even attempt that. But to have known him, as I have, these many years, to have worked with, observed and been guided by his great understanding of my children and of all children, to have known his great love for nature, and his deep appreciation of the beauty in the world, must certainly make one aware of the fact that such a gift bestowed upon man must surely have sprung from a higher Being. One man, able to live such a complete life of understanding, courage, and faith, and able to impart that teaching to old and young alike, must himself have been the possessor of great spiritual values, which have made the knowing of him a blessing to all who chanced his way.

To few of us have been given the gift to understand and live in a child's world; those who are so privileged earn the gratitude and love of our children and Dr. Baker was one of these. Many of us knew this when he was living, but his loss has more profoundly emphasized the role he played in the lives of the children. We miss him, but our children miss him more. He was their friend and one who insisted on living and working on their level and in their world, and so guided them as only a mature intelligence can. If one wants to understand how much we lost in Dr. Baker, talk to the children, whose friend he was.

The teacher . . . gives not of his wisdom but rather of his faith and his lovingness. If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

—KAHLIL GIBRAN, *The Prophet*

Chapter VIII

LOOKING FOR SPIRITUAL VALUES: A SUMMARY AND INTERPRETATION

- ONE who looks for spiritual values must look deeply.
- A visitor sees a child watering plants in the classroom; little children usually welcome such classroom duties. But many different conditions can underlie the performance. If caring for the plants is a privilege given to a favored pupil by the teacher, there is little spiritual value in the action. If the child has been elected "gardener" by his classmates and has real responsibility for the plants, then his care for them can be a phase of growth in civic loyalty and pride for the entire class.

The difference is in the way the thing is done.

Many typical elementary-school experiences can build spiritual values if the leaders of the groups of learners are consciously working toward that end. Since the school is only one of the value-building influences in a child's life, there is need for a cooperative understanding by the school and other agencies in developing the different experiences that will help the child to grow daily toward higher levels of good living.

This closing chapter was written by Glenn E. Barnett, assistant secretary of the Educational Policies Commission, at the request of the Editorial Committee. He brought to the task a background of experience in work on the Commission's forthcoming report, *Education for All American Children*. In preparing this summary and interpretation of the yearbook, he has earned the gratitude of the Editorial Committee and the Department.



Public schools, Des Moines, Iowa

Every act shows something of the values that have been built within.

Looking for Spiritual Values: A Summary and Interpretation

By GLENN E. BARNETT

*Assistant Secretary, Educational Policies Commission,
National Education Association, Washington, D.C.*

A DELIGHTFUL little poem by Christina Rossetti, entitled "Who Has Seen the Wind?", reads:

Who has seen the wind?
Neither I nor you:
But when the leaves hang trembling
The wind is passing thru.

Who has seen the wind?
Neither you nor I:
But when the trees bow down their heads
The wind is passing by.¹

In a sense the editors of this yearbook paraphrased the question of the poem and asked of elementary school principals thruout the nation, "Who has seen the spirits of children?" and the answer, even as in the poem, was, "We have not seen the spirits of children, but we have seen children listening, responding, acting—the outward demonstrations of the spiritual values within."

A Wide Range of Experiences Includes Spiritual Values

Thruout the reports in the preceding pages the principals have written: "The children in our elementary schools have many experiences which develop spiritual values. They are growing in respect for human worth, in appreciation and desire for the finer things of life, in the acceptance of responsibility directed toward the common good, and in the desire to make themselves better persons."

Human worth—The dignity of man and his worth as an individual is the spiritual basis of all man-to-man relations. How children work

¹ National Education Association *American Citizens Handbook*. Washington, D C the Association. 1946 p. 492

with each other in school regardless of nationality, color, creed, or position determines to a large extent the level at which they will live in the community of man.

Elementary schools are giving children of all backgrounds opportunities to live with children of other cultures: Chinese, Japanese, Filipinos, Indian, Hawaiian, Mexican, Negro, white, Catholic, Jew, and Protestant. And as they live together children learn to accept people for what they are and what they can do. Such opportunities may come in sharing with others—"Shoes, shoes, shoes, What can we do?";² in learning the customs of other groups—"This Mexican Christmas celebration seemed to be a natural observance for this school";³ at parties for boys and girls—"Parties without tears";⁴ or in learning in the everyday work of the school—"The usual school program with work periods and discussion periods, under the guidance of a good teacher who sees every situation permeated with moral and spiritual growth possibilities, contributes most."⁵

The values which children place on mankind are spiritual values and they are formed in elementary schools as children work with each other day by day.

The finer things—Man's search for "acres of diamonds"⁶ can still be consummated in his own back yard. Things which hold the greatest possibilities of real life enrichment are frequently more easily within reach than are the empty things for which so many men strive. Beauty is all around for those who have eyes to see, creative activities await at every hand for those who understand that everyday tasks fit into a great pattern of human endeavor.

Elementary-school children today are experiencing firsthand the worthwhile things which make living rich. Singing together—"The 'sing' makes one forget the week end",⁷ marveling at the patterns of nature—"the airy and minute seeds of the huge cottonwood tree, the strata in a stone, the delicate pattern of a butterfly wing";⁸ appre-

² "The Elves and the Shoemaker," Haines, p. 188

³ "Las Posadas," Mette and White, p. 103

⁴ "What Values Shall We Cherish?" Wagner, p. 201

⁵ "Schools of a Great City Seek Spiritual Values," Pixley and others, p. 131

⁶ Conwell, Russell *Acres of Diamonds*, New York Harper, 1915 181 p

⁷ "Clearing the School Atmosphere for Spiritual Release," May, p. 57.

⁸ "Whatever the Weather," Steele, p. 166.

ciating the beautiful—"Classes go to the lake frequently . . . for sheer enjoyment of its beauty";⁹ learning that their own world is filled with good things—"The positive aspects of rural life";¹⁰ sharing in joint endeavor on a creative activity—"I painted the ocean" in the class frieze;¹¹ and joining in thankfulness—"The simple program was by the children entirely—the Hundredth Psalm by a classroom verse choir, the story of the Pilgrims and the first Thanksgiving by a group then studying that period of history, reminders of things for which to be thankful by a group of the youngest children, Handel's 'Largo' by the choir, the usual Thanksgiving contribution to the Old Folks' Home in the neighborhood, and two or three Thanksgiving hymns";¹² these are only a few of the activities in which children learn to share in durable satisfactions that represent human inspiration and aspiration at their best, to experience for themselves the lift of the spirit that comes in responding to beauty, in creating the beautiful, and in reverential gratitude for our daily blessings of life

The common good—Men of goodwill, the goal of civilization for centuries, are willing to act on the belief that the best life for each is the best life for all. In our times this goal has come to mean not only working for the best life for all, but, in fact, working so that we may continue to live.

The elementary school gives the child his first real opportunity to work in a world of persons who are his equals. Here, in most cases, for the first time children discover what the common good really means. They learn that each must contribute to the common task as he is able—"I can't read like you so I can't tell you anything about what I read, but I have brought some beautiful pictures which I'll talk about";¹³ that each must cooperatively work for the best for all—"A careful study had been made in this school of responsibilities especially suitable for each age level";¹⁴ that even humble service is worthwhile—"Members of the Milk Service Corps recently were

⁹ "Spiritual Values at the Daniel Webster School," p. 231.

¹⁰ "Building Esprit de Corps in a Rural School," Brown, p. 29.

¹¹ "Painting a Frieze and Building Spiritual Values," Neagley, p. 108.

¹² "Clearing the School Atmosphere for Spiritual Release," May, p. 59.

¹³ "Living at High Levels in a Large City System," Kennedy, p. 150.

¹⁴ "Building from Within," Stans, p. 78.

honored";¹⁵ and that each can do something—as a little girl said, "People do much more for each other at camp."¹⁶

The whole venture of living together gives elementary-school pupils their first continuing opportunity to become real persons of goodwill, discharging the duties of responsible citizens in a world of their peers.

A better self—The attitudes and habits each person possesses are fundamental to the determination of the kind of a life he will lead. The child who is becoming increasingly brave and trustworthy, and is growing in self-control and in respect for others, for example, is approaching the abundant life. To grow into the best person he can become, an individual must be sensitive to his own strength and weakness and be striving to improve. Children in elementary schools have many opportunities to know themselves and to grow as their needs indicate. Sometimes these experiences come under the school's carefully planned guidance—"Seventh-grade pupils study the topic, 'Understanding Myself'."¹⁷ Oftentimes children get help from others—"Let's tell him all the good things we like about him";¹⁸ and at other times from principals—"I didn't mind coming to your office. In fact I wanted to come because you are the only person who ever sees some good in me."¹⁹ Children may learn to make amends for mistakes—"Their remedy was . . . to go to Richard's home to talk it over with him and apologize if it seemed best."²⁰ Children come to know themselves thru gaining insight into their own personal reactions—"The captain's own victory over himself."²¹

Elementary schools attempt to give children many opportunities to live so that the better qualities of personalities become habitual patterns for action.

Characteristics of Learning Experiences in Building Spiritual Values

Even tho the experiences in this book are as widely varied as could

¹⁵ "Adventuring in Spiritual Development," Green, p. 39.

¹⁶ "Light on Today's Children," Snyder, p. 162.

¹⁷ "Creating a Friendly School," Lewis, p. 50.

¹⁸ "Teachers Think Together About Spiritual Values," Bucks County Teachers Forum, p. 138.

¹⁹ "Spiritual Values That Haunt the Memory," p. 181.

²⁰ "Toward Inner Stability," Othmer, p. 65.

²¹ "Toward Inner Stability," Othmer, p. 67.

be brought together under a single topic, they do have a great many common characteristics. They are in most cases learnings which take place along with others. They grow in meaning as the adults in the situation understand and guide them. They are present as potentials in all elementary schools and they vary from child to child and from situation to situation.

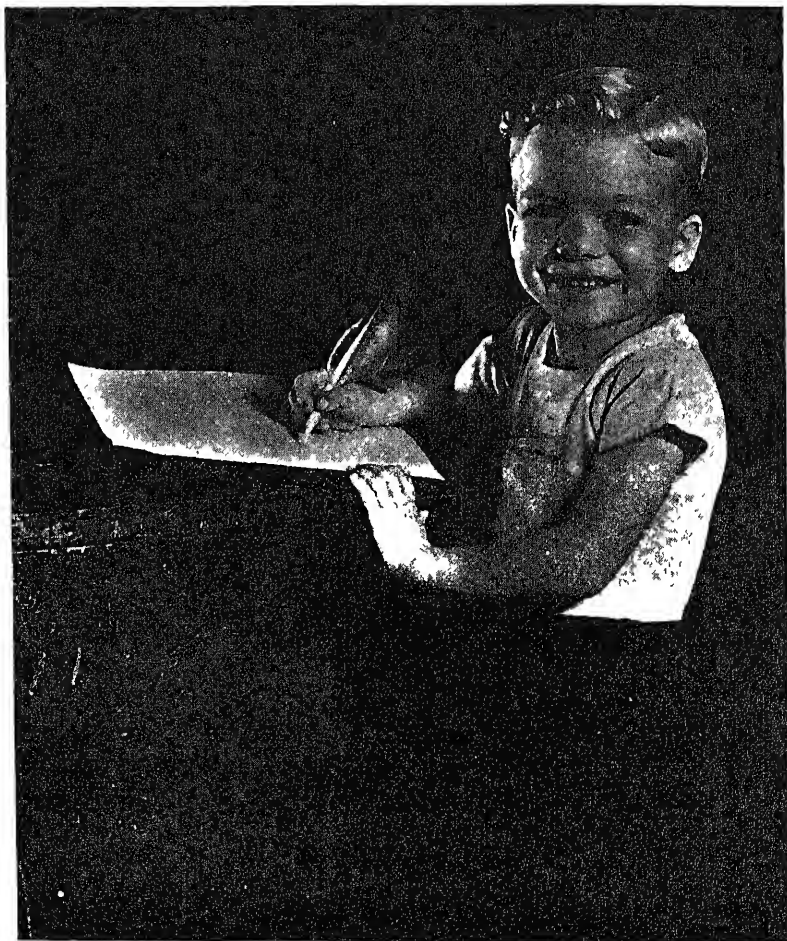
Simultaneous learnings—One of the most common characteristics of the activities represented in this book is that they are described in terms of a related activity which was in progress. For the most part there was no scheduled spot or plan for developing any spiritual value. The values themselves were developing as they were being used. Because of their foundation in actuality, these values are especially meaningful in the education of the whole child.

Conscious guidance—Growth of these values cannot be properly left to chance. While methods and amounts of their development cannot be prescribed, they must be understood as learnings which take place as opportunities are seen and used. This is not teaching by tacking a moral at the end of a reading selection, nor is it a matter of values being "caught" incidentally. It is instead the actual development of foundations of thinking and doing as situations are seen in their true meaning. If the school is to provide optimum growth for children the staff must have a keen sensitivity to and personal experience with spiritual values.

Experiences typical of general elementary education—One contributor wrote simply that spiritual values in elementary schools depend upon *how* things are done. Of course certain things have more of the potential "how" than others, but in most cases it is the way an experience is carried forward which makes it consequential in building values. Elementary schools need not manufacture situations in which spiritual values may develop, they need only to make the best use of the ones which are there

Variations in application—Experiences similar to the ones in this book which have been reported as rich in spiritual values for the children involved have been in other schools simply passed over as meaning no more than two plus two equal four. No situation, how-

ever, can be expected to bring the same sort of value development to any two children. Nor would a perfect repetition of a given situation bring the same development at another time in the same child. The value-building importance of a given experience differs according to the level and maturity of the individual, and according to the people, things, and experiences that are a part of his environment.



Public schools, Des Moines, Iowa

Elementary-school children today are experiencing firsthand the worthwhile things which make living rich.

Developing Spiritual Values a Cooperative Effort

The elementary school does not work alone in the effort to elevate the level of children's living. It is one of several institutions that operate in this wide and extremely important area. Each of these institutions makes a contribution to the larger purpose.

Contribution of the elementary school—The elementary school in the United States is the people's school. More than any other institution it provides a common background for their living. It must of necessity, therefore, offer only those common experiences which all members of society agree are suitable for their children. The spiritual values which it does help to develop are closely akin to the teachings which Lewis Browne brought together for his book, *The World's Great Scriptures*.²² In the preface he writes:

There are . . . at least three aspects to every great religion: faith, hope, and charity. Faith is the theology, hope is the ritual, and charity is the ethics. In choosing my selections, however, I have deliberately concentrated on the third. . . . Here is the reason. What we need is a keener awareness of the kinship between all religions, and nowhere is this kinship so marked as on the ethical level. Men may differ grossly in what and how they worship, but not in what and how they believe they should behave.

This is the area in which the compilers of this yearbook believe the elementary school should operate. They believe that the elementary school by choosing this area and not the other two, neither side-steps responsibility nor negates the importance of the others.

An Inescapable Responsibility

All elementary-school children in all elementary schools are each day building the values which will govern their lives, present and future. The values each will build into his own code are dependent on his thinking, feeling, and acting each moment of his time. The development is a continuous process—the nature of the growth is constantly being influenced by the climate of living provided by the elementary school.

²² Browne, Lewis. *The World's Great Scriptures*. New York: Macmillan, 1946. p. xiv-xv.

To meet this responsibility this volume does not suggest the addition of a new subject in the curriculum. That would not be enough. What is suggested is something far more valuable to children. The yearbook places spiritual values in central focus as one of the basic aims to which the elementary school must give constant attention and which it must unfailingly help children to attain. It will demand of all adults who work with children much more than the hearing of lessons and the safeguarding of physical welfare. To grow into larger selves, children must be guided by great-hearted people who themselves have had rich experiences and have acquired the skill and insight to guide children toward opportunities for spiritual growth.

We have not seen the spirits of children but we realize that their every act shows something of the values which they have built within. No, we have not seen the spirits of children, but we know that they too come to school, and that the school must meet them worthily.

Ours is the responsibility of conserving, transmitting, rectifying, and expanding the heritage of values we have received that those who come after us may receive it more solid and secure, more widely accessible, and more generously shared than we have received it. . . . We who now live are parts of a humanity that extends into the remote past, a humanity that has interacted with nature. The things in civilization we most prize are not of ourselves. They exist by grace of the doings and sufferings of the continuous human community in which we are a link. . . . Loyalty to whatever in the established environment makes a life of excellence possible is the beginning of all progress. The best we can accomplish for posterity is to transmit unimpaired and with some increment of meaning the environment that makes it possible to maintain the habits of decent and refined life. . . . Our individual habits are links in forming the endless chain of humanity. . . . Formation of ideas as well as their execution depends on habit. . . . Our idealizations . . . can be carried thru only when the hard labor of observation, memory, and foresight weds the vision of imagination to the organized efficiencies of habit.

—JOHN DEWEY, *A Common Faith, and Human Nature and Conduct*

SELECTED REFERENCES

1. BALTIMORE PUBLIC SCHOOLS, CHARACTER EDUCATION COMMITTEE. "The Character Education Program in the Baltimore Public Schools." *Baltimore Bulletin of Education* 23: 41-46; November-December 1945.
2. BRUBACHER, JOHN S., editor. *The Public Schools and Spiritual Values*. John Dewey Society. Seventh Yearbook. New York. Harper and Brothers, 1944. 222 p.
3. ELDRED, ARVIE, editor. "Spiritual Values." *New York State Education* 33: 528-45; April 1946.
4. GEORGIADY, ALEXANDER. "Opportunities for the Development of Spiritual Values in the Reading Program." *Elementary School Journal* 46: 437-40; April 1946.
5. LOS ANGELES CITY SCHOOLS. *Moral and Spiritual Values in Education*. Los Angeles City Schools Publication No. 402. Los Angeles: the Schools, 1945. 111 p.
6. MILLER, CARL G. "Priority A-1 for Teaching Character." Editorial. *Education* 66: 537; April 1946.
7. PERRY, RALPH BARTON. *One World in the Making*. New York: A. A. Wyn (67 West 44th Street), 1945. 275 p.
8. SPALDING, HOWARD G. "Education and the Crisis in Character." *School and Society* 65: 217-20; March 29, 1947.
9. THAYER, V. T. *Religion in Public Education*. New York. Viking Press, 1945. Chapter 9, "The School and Character Education," p. 163-98.

Copies of the publications listed under "Selected References" may be ordered from their publishers; they are not available from the Department of Elementary School Principals.

AVAILABLE YEARBOOKS OF THE DEPARTMENT

Studies in the Elementary School Principalship. Fifth Yearbook, 1926. 300 p. \$1.00.

Projects in Supervision. Sixth Yearbook, 1927. 260 p. \$1.00.

The Elementary School Principalship. (Report of the Committee on Standards and Training.) Seventh Yearbook, 1928. 510 p. \$1.00

Activities of the Principal. Eighth Yearbook, 1929. 400 p. \$1.00.

The Principal and Administration. Ninth Yearbook, 1930. 603 p. \$1.00.

The Principal and Supervision. Tenth Yearbook, 1931. 524 p. \$1.00.

- Personality Adjustment of the Elementary School Child*. Fifteenth Yearbook, 1936. 448 p. \$1.50.
- Appraising the Elementary School Program*. Sixteenth Yearbook, 1937. 431 p. \$1.50.
- Newer Practises in Reading in the Elementary School*. Seventeenth Yearbook, 1938. 480 p. \$1.50.
- Enriching the Curriculum for the Elementary School Child*. Eighteenth Yearbook, 1939. 480 p. \$1.50.
- Meeting Special Needs of the Individual Child*. Nineteenth Yearbook, 1940. 508 p. \$2.00.
- Language Arts in the Elementary School*. Twentieth Yearbook, 1941. 447 p. \$2.00.
- In-Service Growth of School Personnel*. Twenty-First Yearbook, 1942. 352 p. \$2.00.
- Elementary Schools: The Frontline of Democracy*. Twenty-Second Yearbook, 1943. 351 p. \$2.00.
- Creative Schools*. Twenty-Third Yearbook, 1944. 320 p. \$2.00.
- Community Living and the Elementary School*. Twenty-Fourth Yearbook, 1945. 352 p. \$2.00.
- Learning World Goodwill in the Elementary School*. Twenty-Fifth Yearbook, 1946. 368 p. \$2.00.
- Spiritual Values in the Elementary School*. Twenty-Sixth Yearbook, 1947. 352 p. \$2.00.

SPECIAL BULLETINS OF THE DEPARTMENT

- Radio and the Classroom*. 1941. 98 p. 75¢.
- How To Know and How To Use Your Community*. 1942. 80 p. 75¢.
- The Elementary School Principal Plans for Safe Living*. 1945. 24 p. 30¢.
- Teachers and Children Plan for Safe Living*. 1945. 24 p. 30¢.
- Elementary School Buildings*. 1946. 48 p. 35¢.
- The Role of Speech in the Elementary School*. 1946. 120 p. \$1.00. (No discounts allowed on this bulletin)
- The Elementary School Principalship—Planning the Future*. 1945. 16 p. Free.
- And Proudly Serve—as a Principal*. 1947. 16 p. Free.

On the yearbooks and special bulletins published by the Department discounts are given for more than one copy of the same publication, as follows: 2-9 copies, 10 percent; 10-99 copies, 25 per cent; 100 copies or more, 33⅓ percent. Order from the Department of Elementary School Principals, 1201 Sixteenth Street, Northwest, Washington 6, D.C.

RECORDS AND INFORMATION

THIS SECTION of the yearbook presents the membership list of the Department of Elementary School Principals of the National Education Association and a directory of state, sectional, and local associations of elementary-school principals.

The list of members is arranged alphabetically by states, with symbols used to identify the life members and those who serve as local, district, and state representatives of the Department. This membership list of 8931 names, including 346 life members, is indeed the "Who's Who" for elementary-school principals.

In June 1947 there were 830 members more than the year before; the total number of members is the largest in the history of the Department. Membership had increased 15 percent or more during the year in the following states, listed in order of rank: Mississippi, Tennessee, Alabama, Kentucky, New Hampshire, South Carolina, Wisconsin, New Mexico, Maryland, Minnesota, Oklahoma, Iowa, and Louisiana. In the first four states listed the increases amounted to more than 40 percent.

The three lists of professional organizations for elementary-school principals include 43 state associations; 123 sectional organizations (for counties and other regional district); and 129 local associations. The information is as complete as could be obtained. All organizations of elementary principals are urged to supply the corresponding information regularly for inclusion in future yearbooks.

For more than twenty years the NEA Department of Elementary School Principals has set forth the vital, challenging goals of the principalship. The time has come for a nationwide program of action designed to raise the professional status of principals. Everywhere, thru local and state groups, they must seek to develop the legislation, salaries, qualifications, and duties that are appropriate to the principalship of the present and the years immediately ahead.

EVA G. PINKSTON, *Executive Secretary*

List of Members, 1946-1947

THIS LIST of the current membership of *The Department of Elementary School Principals* is correct to June 1, 1947. Identifying symbols are used as follows:

† Life members of the Department

** State representatives of the Department

* City, county, and district representatives of the Department

§ Members during the year who are now deceased

ALABAMA

- Allen, Edith, 203 Choccolocco, Oxford
Anderson, Vera, Altamont Apts., Birmingham 5
Ansley, Foster, 2408 N 12th Ave., Birmingham 3
Attebery, J S, Crichton
Baggett, Mrs Dorothy K, Cottage Hill School, Montgomery 6
Baughman, Mattie, Rt 8, Box 394, Birmingham 8
Becton, Mrs. Lillian, 1017 Houston St., Mobile 19
Belser, Birdie, 103 N Lewis St., Montgomery 7
†Booker, R L, 1138 Gorgas, Mobile 20
Brooks, Annie L, 38 N Monterey St., Mobile
Brown, Eura, 861 Walnut St., Gadsden
Brown, Gregory B, Jr, 5117 S Seventh Ct., Birmingham 6
Brown, Mrs. Katherine O, 1615 Arlington Ave., Bessemer
Bryant, Mrs Fred B, 2025 Leighton Ave., Anniston
Callaway, Myrtle, 4233 Seventh Ave N., Birmingham 6
Campbell, T J., N. Fourth St., Attalla
Carlisle, Mrs Cecil A, 1616 Wellington Rd., Homewood
Carson, Lois, 2210 Walnut Ave., Anniston
Carter, Mrs. Letitia E., Box 273, Tuskegee Institute
Cobb, James I, George Washington Carver School, Bessemer
Collum, William E, Powell School, Birmingham 4
Combs, Pauline H, 616 S. 51st St., Birmingham 6
Cope, Lela, 114 River Falls St., Andalusia
Cox, George D, 2620 N 35th Ave., Birmingham
Crawford, Gordon, Box 97, Winfield
DeVan, Mrs Katherine C., Arlington School, Mobile
Deyampert, J W, 2647 Pike Rd., Birmingham 8
Dillon, Elsie H, Lee School, Birmingham 7
Dockery, Mrs Christine H, 1225 16th Ave., Tuscaloosa
Dowe, Marguerite, LaFayette School, Montgomery
Farley, Mrs Charles R, Hewitt School, Trussville
Farr, Osborne A, 1415 Graymont Ave., Birmingham
Florence, Miss Willie, 930 21st Ave W., Birmingham 4
Follis, Hattie, 3013 Ave F, Ensley, Birmingham
Ford, Mrs Gordon A, 2500 N 19th Ave., Birmingham
Frazier, Mrs M. K, Tuskegee
Fuller, Mrs Thomas, 616 S 51st St., Birmingham 6
Gibson, W. Van Buren, Elementary School, East Tallassee
Giles, Thomas M, West Blocton
Glaze, Frank H., Minor School, Birmingham 8
Goar, Marie, 330 W Tenth Ave., Birmingham 4
Goin, L. U., 1011 Eighth Ave N., Birmingham 4
Gray, M. P., 3121 Onerton Dr., Homewood
Hall, William R., Holman School, Birmingham 6
Hanes, Margaret, 4616 13th Ave. N., Birmingham
Harvey, Mrs Thomas C, 601 E Vine St., Decatur
Havens, A H, 53 Osage St., Mobile
Head, A L, Garden City
Hicks, Mrs. Ludie Cowden, Rt 1, Remlap
†Hull, R Voyt, Martin School, Birmingham 4
Holland, Preuit I, Rt 3, Box 200, Birmingham
Honea, J L, Piedmont
Hopper, Jessie, 109 S Grove St., Huntsville
Huntley, Mrs Minnow M, 8 N. Monterey St., Mobile 17
Johnson, Robert C, Lincoln School, Birmingham 4
Johnson, Robert H, Jr, 2850 Potter Dr., Mobile 18
**Johnston, Robert C, 2030 Magnolia Ave S., Birmingham 5
Jones, Mrs Laura N, Children's House, Box 157, Tuskegee Institute
Jones, Lenore, 1606 Monterey Pl, Mobile 19
Kelly, Fred L, 3925 S Eighth Ct., Birmingham 6
Knight, L. H, 501 Winona Ave., Montgomery 7
Koenig, Emma, 2725 Hanover Circle, Birmingham 5
Laird, J M., Box 398, Prichard
*Lamberson, Lottie, 421 Eustis St., Huntsville
Landers, Dr E. J., State Teachers College, Jacksonville
Malone, P W, Prichard
Marona, Mildred A, Rt 1, Alabama City
Matherson, Wayman C, 412 Tenth Ave N., Birmingham 4
McFaden, Mrs Elizabeth, 204 Augusta Ave., Montgomery 6
Mersereau, Sara M., Irvington School, Irvington
Ming, Nannie, Elementary School, Union Springs
Moore, A C., Supt of Schools, Atmore
Moore, Mrs. J. W, Stafford School, Tuscaloosa
Moore, William J, 2015 26th Ave. N., Birmingham 7
Morris, Mrs Elizabeth, Turnerville School, Plateau

Morrow, G. C., Moore School, Birmingham
 Murphee, Mrs. Myra B., Elementary School,
 Prattville
 Norton, H. B., Robinson School, Birmingham
 *Nungester, Frances, 312 Church St., Decatur
 Obenchain, Dr. I. R., Henley School, Birming-
 ham
 Parton, Daisy, Box 1882, University
 Peterson, Mrs. Charlotte, Laboratory School,
 Alabama College, Montevallo
 Phillips, Cleyborne B., Blountsville
 Phillips, Walter M., 555 Charles St., Mobile 20
 Pogue, James V., Gibson School, Birmingham
 Price, N. H., 300 Sixth St. S. W., Birmingham
 Pruett, Maude, Boaz
 Reagan, William A., 1736 26th St., Fairview,
 Birmingham
 Reynolds, Mrs. Nellie Dunn, 614 22nd Ave.,
 Tuscaloosa
 †Richards, Henry G., 733 N. Wood Ave.,
 Florence
 Riley, D. M., Rt. 5, Box 184, Bessemer
 Roberts, Iola, Avondale Mills School, Box 73,
 Pell City
 *Rouse, Mrs. Lily P., 354 Flint St., Mobile
 Sapp, Ella F., 1511 Fourth Ave., Bessemer
 Sartor, Mrs. Minnie F., Rt. 5, Box 119, Bir-
 mingham 6
 Scott, Mrs. Herman, 2300 Glendale Gardens,
 Tuscaloosa
 †Sheffield, Mrs. Frances L., 10 N. Ann St.,
 Mobile
 Showalter, Dr. B. R., Prof. of Educ., Alabama
 Polytechnic Institute, Auburn
 *Snoddy, W. T., 1724 31st Ave. N., Birming-
 ham 4
 Sparks, H. Claxton, Inglenook School, Birming-
 ham 7
 Stephens, Annie M., Siluria
 Stroud, Mrs. Ella M., 3904 36th Ave. N., Bir-
 mingham 7
 Sullivan, S. W., Lane School, Birmingham 3
 *Tuggle, Pearl Stewart, 1521 42nd St., Bir-
 mingham 8
 Turnham, Mrs. Esther C., 13 N. 80th St., Bir-
 mingham 6
 Underwood, C. Price, 7830 Third Ave. S.,
 Birmingham 6
 Vaughan, Joseph T., 2008 S. 21st Ave., Bir-
 mingham 5
 Vines, Mrs. Ruth M., 351 S. Jackson St.,
 Montgomery 5
 Whatley, Maude I., Central School, Tuscaloosa
 Wheatley, Lucy J., Rt. 2, Brent
 †Williams, J. D., 5708 Sixth Ave. S., Bir-
 mingham
 Williams, Jacob T., West Gadsden School,
 Alabama City
 Wills, Noah E., Cameron School, Birmingham 5
 Wood, C. R., Dean, State Teachers College,
 Jacksonville
 Woodall, Mrs. J. B., 308 S. Greene St., Hunts-
 ville
 Woods, Mrs. Jessie F., Junior High School,
 Huntsville

ARIZONA

Adams, L. S., Horace Mann School, Bisbee
 Aldridge, Aubrey C., 14 N. 13th St., Phoenix
 Ashe, John L., Supt. of Schools, Gila Bend
 Bailey, Lucile, 2140 E. Virginia, Phoenix
 Ballfinch, Loy, 420 E. Fourth St., Tucson
 Barr, Gordon, Rt. 12, Box 400, Phoenix
 Barry, John H., Supt. of Schools, Maricopa
 Co., Phoenix
 Benedict, Franklin J., Supt. of Schools, Benson
 Bowie, Arthur J., Supt. of Schools, Williams
 *Bradford, H. Frank, 314 W. Lewis, Phoenix
 *Brimhall, E. R., 253 E. Second Ave., Mesa
 Burr, Rollin D., 2034 E. Mabel St., Tucson

Caldwell, Mrs. Alice K., 1496 E. McKinley,
 Phoenix
 Carlisle, O. I., Somerton
 Case, Maurice, Box 1476, Miami
 *Case, Randolph V., Washington School, Ray
 *Clements, Norman, Hill Street School, Globe
 Coor, L. F., Box 62, Avondale
 Court, Grace, 2005 W. Washington St., Phoenix
 Curtis, Loren S., Supt. of Schools, Marana
 †Dudley, James M., Mohawk Valley School 17,
 Roll
 Dunham, Lance, Osborn School, Phoenix
 Dyer, Kenneth, Box 211, Tolleson
 Elliott, John R., 1636 E. Palm Lane, Phoenix
 Enloe, L. A., Supt. of Schools, Bowie
 Erickson, Irene, 40 E. 14th, Tucson
 Estavillo, Frank H., Box 706, Superior
 Ford, Mrs. Inez C., 419½ E. 18th St., Tucson
 Frye, Vomen L., Elementary School, Scottsdale
 Gammage, Mrs. Sybil, Box 277, Coolidge
 Gregory, William E., Box 26, Sahuarita
 Griffith, W. A., 841 Normal Ave., Tempe
 *Gustafson, Alburn M., 315 E. Mabel St.,
 Tucson
 Hale, Mrs. Alice, 2401 E. Sixth St., Tucson
 Hanchett, Brose, Solomonville
 Hartung, Fred, 816 W. Roosevelt, Phoenix
 Hawkins, S. F., 1809 N. 24th St., Phoenix
 Hinton, Clyde, Grandview School, Phoenix
 Huston, Irma, 215 S. Sistrine, Mesa
 Johnson, B. Lee, Madison School, Phoenix
 Johnson, Veora E., Washington School, Mesa
 Johnston, Lillian B., Box 275, San Luis
 Joslin, Louis F., Elementary School, Palo Verde
 Joy, O. B., Inspiration Addition School, Miami
 Kay, Georgia, 212 E. First Ave., Mesa
 Keen, Julia C., Box 1653, Tucson
 Keller, Mrs. Edith L., Bumble Bee
 Kessler, R. V., Miles School, Tucson
 Kinsey, Lura, Box 54, Flagstaff
 Liem, H. A., Rt. 8, Box 342, Phoenix
 Longan, W. L., Alma School, Mesa
 Lyall, Bertha E., 715 W. Portland, Phoenix
 Machan, W. T., Supt. Creighton Schools, 2802
 E. McDowell, Phoenix
 Maxwell, Morgan, 920 N. Tenth Ave., Tucson
 McFate, Roy, Box 296, Ash Fork
 McKemy, H. M., 33 E. Eighth St., Tempe
 Medcalf, Iva Rec., Kenilworth School, Phoenix
 *Medigovich, Helen S., Box 1632, Bisbee
 *Mercer, Arthur L., Liberty School, Buckeye
 Meyers, George L., Indian Boarding School,
 Kears Canyon
 Murphy, Mrs. Alice D., 505 S. Fourth Ave.,
 Tucson
 Murray, Estelle, 161 E. Mesquite St., Globe
 Naught, W. R., 742 13th St., Douglas
 Northen, Allen D., Dysart School, Peoria
 *Oswald, Edward H., Box 215, Williams
 Oswald, W. E., Elementary School, Peoria
 Ott, Ann, Stevenson School, Phoenix
 Porter, M. D., Supt. of Schools, Holbrook
 Prescott, A. C., Jr., Monroe School, Phoenix
 Pyle, T. V., Supt. of Schools, Buckeye
 Quinn, Lucy A., Rt. 4, Box 318, Phoenix
 Rhoton, Lorenzo D., Irving School, Mesa
 Richards, John F., Grammar School, Benson
 **†Riggs, Edwon L., Vice-Pres., Dept. of
 Elem. School Prin., Natl. Educ. Assn.,
 Creighton School, 2802 E. McDowell, Phoenix
 Rusner, M. T., Lincoln School, Phoenix
 Sahrey, H. E., 163 W. D Ave., Glendale
 Scudder, R. L., Elementary School 80, Chandler
 Simpson, Robert E., Alhambra School, Phoenix
 Sine, M. E., Unit No. 2 School, Glendale
 *Sistrine, W. R., Rt. 1, Box 62, Yuma
 Smith, Harold W., Box 777, Glendale
 Soule, Howard M., Lowell School, Phoenix
 Soule, Mrs. Margaret H., Box 336, Superior
 *Staples, Arden, Longview School, Phoenix
 Stokes, Thelma D., Tiger

Sullivan, Van L., Franklin School, Mesa
 Sullivan, W. R., Murphy School, Phoenix
 Sundquist, Ada M., Whittier School, Phoenix
 Sutton, J. B., Isaac School, Phoenix
 Tacquard, Mrs. Anna, 2548 E. Seventh St., Tucson
 Tate, Martin C., Elementary School, Safford
 Taylor, Abbie Lee, Lincoln School, Prescott
 Thomas, John O., Box 270, Flagstaff
 Tidwell, A. L., Elementary School, Litchfield
 Tope, Donald E., 331 N. First Ave., Phoenix
 Tuttle, Caroline, Rt. 3, Box 45B, Phoenix
 Underdown, E. W., Cashion School, Cashion
 Vaughn, Loren, Jr., 542 W. Vernon Ave., Phoenix
 Van Buskirk, Kate, 807 E. Speedway, Tucson
 *Wagoner, C. I., Kyrene School, Tempe
 Wallace, W. D., Parker
 Wedge, Walter B., Laveen School, Laveen
 Weinacker, Mrs. Fra., Director of Instruction, 331 N. First Ave., Phoenix
 Weir, Mrs. Russell R., Box 21, Springerville
 Weitzel, Thomas R., Box 186, Flagstaff
 Wheeler, Winnie E., 1990 N. Park Ave., Tucson
 Windes, J. Harold, Pendergast School, Tolleson
 Woolum, Howard, Ira D. Payne Training School, Tempe
 Wright, John, Box 5, Wickenburg

ARKANSAS

Barton, Lillian, 415 E. Nettleton Ave., Jonesboro
 Beard, C. E., Trusty School, Ft. Smith
 Bird, Carl L., Supt. of Schools, Wilson
 Boyd, Fred, Box 97, Leachville
 Boyd, Fortia, Retta Brown School, El Dorado
 Cierley, Morris B., DuVal School, Ft. Smith
 Conrad, C. C., 2109 W. 17th St., Little Rock
 Conte, Mrs. Lelia M., 290 Woodlawn Ave., Hot Springs
 Cunningham, Myron A., State Dept. of Education, Little Rock
 Davidson, Irma, 813 N. Palm St., Little Rock
 Davis, Mrs. D. M., Academy Lane, Magnolia
 DeLoach, Mrs. W. F., 211 W. Chestnut, Marianna
 Discher, Margaret, 616 Linden St., Pine Bluff
 Edwards, Mrs. Clemma, High School, Leechville
 Ellis, Nola, Hugh Goodwin School, El Dorado
 Frazier, Katharine, Sam Taylor School, Pine Bluff
 Futrell, Alma, Co. Supvr. of Schools, Marianna
 Hames, Beulah, E. Walnut St., Paris
 Haraway, Fannie, Jefferson School, Helena
 Hays, William F., 2001 W. 17th St., Little Rock
 Hendrix, Mrs. L., Wilson School, Little Rock
 Hodges, Clifton L., Central School, Texarkana
 Holman, J. S., Supt. of Schools, Star City
 *Isrig, Mrs. Hazel H., 1504 Scott St., Little Rock
 Jeffers, J. M., Box 64, University Sta., Fayetteville
 Kelly, Mrs. Erma P., 1910 E. Sixth St., Little Rock
 Lawson, Miss Willie A., Democrat Pk. and Litho. Co., Little Rock
 Lee, Thomas L., Peabody School, Ft. Smith
 Lipe, Mrs. L. L., Eudora
 Mackey, Mrs. Johnnie Mac, Rt. 1, Hot Springs
 Mauldin, Mrs. Edah, Yocum School, El Dorado
 May, Marguerite, 403 Heynecker Ave., DeQueen
 McCracken, Mrs. R. W., Blevins
 Middleton, Opal, 312 Beech St., Little Rock
 Owens, Mrs. J. W., 710 W. 12th St., Pine Bluff

Peterson, Mrs. Elizabeth, Eudora
 Petree, Mrs. Vesta T., 1603 W. 21st St., Little Rock
 Reeves, Jessie, Fair Park School, Little Rock
 Scott, Mrs. J. E., 717 S. Fifth St., Paragould
 Shaw, Mrs. Laura Russ., Park Hill School, North Little Rock
 Spears, Mrs. Anna M., 618 Liberty St., El Dorado
 Swan, Charles R., 312½ S. West Ave., El Dorado
 Turner, Winnie Virgil, 1012 W. Ash St., Blytheville
 Walker, Mrs. J. D., 215 W. Matthews, Jonesboro
 Wootton, Lute R., Belle Point School, Ft. Smith
 Wright, Roy, Co. School Supvr., Mount Ida
 Ziegler, H. T., Woodruff School, Little Rock

CALIFORNIA

Abbott, Pansy Jewett, Co. Supt. of Schools, Court House, Redwood City
 Adams, Mrs. Ida James, 10506 Hillhaven, Tujunga
 Adams, Dr. Robert G., 745 Cleveland, Oakland 6
 Addicott, Dr. Irwin O., 2348 Mariposa St., Fresno
 Alexander, Roxie E., Dir. of Elem. Educ., 650 Virginia St., Vallejo
 Alkire, E. Russell, 4081 Fourth St., San Diego 3
 Allison, Loretta, R. D. 4, Box 22, Watsonville
 Allred, Ralph, 1530 Home, Fresno
 Altheuser, William H., Pinewood Avenue School, Tujunga
 Anderson, Adda, Willard School, Long Beach
 Anderson, Donald G., 4003 Ardley Ave., Oakland
 Anderson, Fred H., Eugene Field School, Long Beach
 Angelo, Ruth V., 925 Gayley Ave., Los Angeles 24
 Annear, Mrs. Margaret L., Co. Supt. of Schools, Box 1038, Modesto
 Appleby, Felix J., Blythe
 Armstrong, Mrs. Alice B. H., 1300 Brockton Ave., Los Angeles 25
 Arthur, Carmel, Marshall School, Sacramento
 Ashbaugh, Mrs. Ruth R., 1020 S. Soto St., Los Angeles 23
 Avery, Mrs. Mae Morrissey, Central Avenue School, Los Angeles
 Axtell, Clarence L., 1025 Fremont Ave., South Pasadena
 Badour, Mrs. Eleanor B., 1751 N. Verdugo Rd., Glendale 8
 Bailey, Russell, 225 N. 16th St., Montebello
 Bailie, Mrs. Lorraine M., 2624 N. Commonwealth Ave., Los Angeles
 Baker, Dr. Alfred E., 6149 Hill Rd., Oakland 11
 †Baker, Ethel I., 1517 40th St., Sacramento 16
 Baker, Mrs. Frankie, 176 E. St., Brawley
 Ball, Ernest, Lincoln School, Fresno
 Ballard, Lowell C., 4533 Highland Ave., San Diego 5
 Baltzer, Mrs. Clarinda, 6 Batchelor Ter., Petaluma
 Bardenstein, Matilda A., Ninth Street School, Los Angeles
 Barnes, Mrs. Agnes C., 2015 E. Glenoaks Blvd., Glendale 6
 Bartlett, Beulah D., Box 723, Shafter
 Bandy, Mrs. Marguerite L., 803 Palm Ave., Fresno
 Banta, Mrs. Edythe R., 1860 Trestle Glen Rd., Oakland
 Batdorf, Lucille, 3239 Kempton Ave., Oakland 11
 Bateman, L. W., Jr., 3537 Andrews St., San Diego

- Bates, Mrs Viola, 453 Carlston St., Richmond
 Baxter, Dr. Bernice, 1025 Second Ave., Oak-
 land 6
 †Beach, Allen W., Rt. 1, Box 133, Visalia
 Beach, Mrs. Rachel Ann, 2850 Leeward Ave.,
 Los Angeles 5
 Beal, Mrs. Vio Ross, 2535 Cedar, Long Beach
 Beardsley, Albert R., Washington School, Bell-
 flower
 Beatty, Paul E., Hoover School, Garden Grove
 Beckman, Aneta T., 493 Alvarado St., San
 Francisco 14
 Behymer, Frances, 118th Street School, Los
 Angeles
 Benefel, Robert C., 2316 W. 73rd Ave., Los
 Angeles 43
 Benner, W. A., 9860 Sunnyside St., Oakland
 †Berry, Bertha Irene, 3923 Vista Ct., La Cres-
 centa
 Bess, Mrs. Helen, 365 San Antonio Ave., San
 Diego 6
 Betzer, Mrs. Clotilde O., 2250 Pacheco St.,
 Concord
 Biden, Mrs. Margaret G., 639½ N. New
 Hampshire, Los Angeles 4
 Billings, Margaret, 304A W. Belleview, Porter-
 ville
 Burch, J. E., Rt. 1, Box 203, Willows
 Bishop, Ethelyn, 612 N. New Hampshire, Los
 Angeles 4
 Bishop, Frank E., Dist. Supt. of Schools,
 Corona
 Bishop, Henry F., Dist. Supt. of Schools,
 Coalinga
 Blanton, Ruth W., 1818 Silverwood Ter., Los
 Angeles 26
 Blether, Howard A., 1132 84th Ave., Oak-
 land 3
 Blome, H. P., 124 S. Holliston Ave., Pasa-
 dena
 Blomquist, C. Leonard, Dent Union School,
 Escalon
 Blummer, Mrs. Annette F., Gorman Avenue
 School, Los Angeles 2
 †Board, Mrs. Lorraine M., 1555 Bel Aire Dr.,
 Glendale 1
 Bode, Fred R., 1448 Essex St., San Diego 3
 Boehncke, Frieda C., 3437 Lamberth St., Los
 Angeles 27
 Bone, F. Ewing, Rt. 1, Box 7, Lindsay
 †Bonner, J. MacDonald, 19 Sixth St., Her-
 mosa Beach
 Bonsall, Mrs. Marcia V., 2742 Wynglen Lane,
 Los Angeles 23
 Borden, Hilma R., 1817 E. Tenth St., Long
 Beach 4
 Borneman, Mrs. Katherine H., 8069 Castro Val-
 ley Blvd., Hayward
 †Bovee, Earl E., 115 E. Tenth, National City
 †Bowen, Wayne F., 403 S. Tamarind, Compton
 Bowman, Robert C., 3240 Peralta St., Oak-
 land
 Boyer, Mrs. Maurine C., 317 S. Granada Ave.,
 El Monte
 Bradford, Mrs. Inez M., 220 Witmer St., Los
 Angeles 34
 Brady, Mary Arline, 841 Hampshire St., San
 Francisco 10
 Brady, Shirley J., 8845 W. Adams Blvd.,
 Los Angeles 34
 Bragg, Mary Elizabeth, 1529 Gail Ave., Ar-
 tesia
 Bragg, Vina B., 4122 Vermont Ave., Long
 Beach
 Brailsford, Albert, 3112 Haddington Dr., Los
 Angeles 34
 Breen, Ellen R., 6905 Kramer St., San Diego
 10
 Brinn, Mrs. Vera L., 1476 E. California Ave.,
 Glendale
 Britto, Ethel, 425 Eastern Ave., Taft
 Brockett, Lillian H., 2408 Second Ave., San
 Diego 1
- Broholm, Stella M., York School, Hawthorne
 Brooks, Lloyd L., Rt. 2, Box 280-F, Stockton
 Brown, Vassie W., 11111 Grape St., Los An-
 geles 2
 †Brubaker, David E., 11562 Richland Ave.,
 Los Angeles 34
 Buckalew, Harry L., 1019 N. Van Ness Ave.,
 Fresno
 Bullard, Lyrel D., Dist. Supt. of Schools,
 Placerville
 Burand, Elsie, Elizabeth Street School, Bell
 Burchfield, James M., 425 Webster St., Colusa
 Burckhalter, Mrs. Lucille, 1112 W. F St.,
 Wilmington
 Burelson, Mrs. Boletta A., 2036 Balmer Dr.,
 Los Angeles 26
 Burke, Mrs. Bessie B., 1351 W. 37th St., Los
 Angeles 7
 Burkhard, George J., 1321 Bay View Pl.,
 Berkeley
 Burrell, Charlotte, 1820 Whitley Ave., Holly-
 wood 28
 Burton, Mrs. Katherine D., Cheremoya School,
 6017 Franklin Ave., Los Angeles 28
 Butcher, Pauline E., Box 605, South Gate
 Butzine, Fred C., 3045 Felton St., San Diego 4
 Cain, Ruth, 751 Glenwood Rd., Glendale
 Calder, Jessie F., 6056 Majestic Ave., Oakland
 Calvert, Everett T., 1401 Valencia, Pasadena
 Capri, Roger, 3300 Partridge Ave., Oakland 5
 Carmichael, Bessie M., 227 Lee Ave., San
 Francisco 12
 Carpenter, Mrs. Beth Benning, 172 S. Formosa,
 Los Angeles 36
 Carpenter, Charles F., 1645 Farris St., Fresno
 Carroll, Hazel I., 4947 W. Melrose Hill, Los
 Angeles 27
 Carver, Mary H., 3755 Seventh Ave., San
 Diego 3
 Chappell, Bert G., 1615 22nd St., Sacramento
 Chase, Ethel E., 1470 E. Wilson St., Glendale
 Chatterly, Lois M., 818 Santa Barbara Pl., San
 Diego 9
 Cherry, David, 3511 Voltaire St., San Diego 5
 Chizlett, Beatrice, 37 14th St., Vallejo
 Christianstn, Winfield, 175 Yosemite, Fresno
 Clark, Mrs. Mamie S., Oxnard Street School,
 North Hollywood
 Clarke, Edwin H., 635 E. Eighth St., National
 City
 Clayton, Arthur, Budlong School, Los Angeles
 44
 Cleland, Donald M., 15434 Dickens St., Van
 Nuys
 Clemens, K. F., 1200 Seventh St., Wasco
 Clifford, Charles A., 5523 Secrest Dr., Los
 Angeles
 Clinkenbeard, William H., Box 234, Palm City
 Clowes, Richard M., 14523 McKinley Ave.,
 Compton
 †Cobb, DeRoy F., 2089 Rose Villa St., Pasa-
 dena
 Cochran, Edith, 1453 26th Ave., San Fran-
 cisco 22
 Cockrum, Edward F., 3953 Hanly Rd., Oak-
 land 2
 †Coleman, Mrs. Ida Fulton, 10334 Tennessee
 Ave., Los Angeles 25
 Collis, Alma A., 3446 Richmond Blvd., Oak-
 land 11
 Colmar, Mrs. Mildred E., Bryant School, San
 Francisco 10
 Condit, Eleanor Daly, 1250 Amherst, Clare-
 mont
 Conlon, Anna C., 2268 Jackson St., San Fran-
 cisco
 Connolly, William, Redwood Heights School,
 Oakland 2
 Conwell, Delsy Dyche, Marvin Avenue School,
 Los Angeles
 Cook, Isabel M., Box 215, San Anselmo
 Cook, Louis A., Jr., 4400 Sunfield Ave., Long
 Beach 8

- Cordrey, Frank Beck, Branciforte School, Santa Cruz
 †Correll, Vincent I., 1838 McKenzie St., Long Beach 5
 Cornwell, L. May, 217 N Kenwood St., Glendale 6
 Cotter, M. Elsie, 395 Breed Ave., San Leandro 1
 Cotter, Mrs. Myrtle A., 2287 14th Ave., San Francisco
 Cox, Arthur W., Jane Addams School, Long Beach 5
 Craft, Helen S., 1724 15th Ave., Oakland 6
 Craft, Orra Hendrick, 2129 S Alsace Ave., Los Angeles
 Cramer, Margaret B., 925 W. 73rd St., Los Angeles
 †Crawford, Lawrence T., Chico State College, Chico
 Creedon, Mrs. Elma M., 732 York St., Vallejo
 Croak, Margaret M., 2065 Vicente St., San Francisco 16
 Crockett, Emilie, 311 Twin Oaks Ave., Chula Vista
 Crose, Leah, 1411 Monterey Rd., South Pasadena
 Cross, Irvin N., 1520 Van Buren Ave., San Diego 3
 Crowley, Elsie E., Carrie Barnett School, Visalia
 Cunningham, Maxwell A., Dunbar Union School, Valley of the Moon, Glen Ellen or Kenwood
 Curley, Laura, 360 Perkins St., Oakland 10
 Dana, Charles H., 542 S Seventh St., San Jose
 Danielson, Eva, 2859 W Seventh St., Los Angeles 5
 Dannemann, Matie, 437 E. Maple Ave., Orange
 Da Prato, Perseo, 411 Magnolia Ave., South San Francisco
 Dastarac, Frances Marie, 659 W 18th St., San Pedro
 Daustin, Mrs. Helen A S., 255 Terracina, Redlands
 Davey, Edna M., Grant School, Richmond
 David, Dorothy Ella, Steffan Manor School, Vallejo
 †Davidson, Mrs. Rena McCoy, 305 S. Oak Knoll Ave., Pasadena 5
 Davin, Mrs. Bernice, 3230 McCandless St., San Diego 2
 Davis, Barney J., Lakeport Union School, Lakeport
 Davis, Dr. Burton E., 11115 S Figueroa St., Los Angeles 3
 Davis, Elizabeth, 195 College, Coalinga
 Davis, Percy R., Supt. of Schools, Santa Monica
 Davis, Mrs. Vivian K., Lowell School, Long Beach
 Dawson, Nell, Box 312, Coalinga
 Dederick, Mrs. Nellie E., 11163 Aqua Vista, North Hollywood
 †DeFraga, Harold, Ambrose School, Pittsburg
 DeLappe, E. Maxine, Box 454, San Rafael
 Delavan, Mabel, McCoppin School, San Francisco 18
 Denlay, Raymond E., Box 710, Santa Paula
 Desmond, Mrs. Lucile H., Washington School, Madera
 Des Roches, Pauline, 1323 Woolsey St., San Francisco 24
 Dickie, Helen, Stege School, Richmond
 †Dobyns, Mrs. Evalyn, 21250 Santa Fe, Long Beach 6
 Dodson, Mrs. Helen C., 14128 Valerio, Van Nuys
 Donnelly, Anna L., Garfield School, Long Beach 6
 Dotson, Edna, Grant School, Long Beach 5
 Douglass, Henry S., 504 Harper Ave., Downey
 Dowling, Reginald J., 5222 Ygnacio Ave., Oakland 1
 Dudley, Mrs. Marjorie E., 2030 N Flower, Santa Ana
 Duff, Margaret W., 2424 Willard Ave., Garvey
 Dugger, Ellis D., 1821 Oliver St., San Diego 9
 Dumas, Dr. Enoch, College Elementary School, Chico
 Duncing, Ethel E., 3077 20th Ave., San Francisco 16
 Dunlap, Marcia, 3821 Olympiad Dr., Los Angeles 43
 Durley, Bryon J., 3333 Altura Ave., La Crescenta
 Dymment, Mrs. Dorey S., Sunnyside School, San Francisco 12
 Dysart, Dora I., 5108 Harold Way, Los Angeles 27
 Eilers, Johanne, 415 Harwood Pl., Santa Ana
 Elledge, Mrs. Gladys R., 1836 Beverly Glen Blvd., Los Angeles 25
 Ellis, Mabel R., 16 Laguna St., San Francisco
 Elwood, Roby T., 201 S Chapel St., Alhambra
 Engdahl, Ruth V., 356 W. 68th St., Los Angeles 3
 Engvall, Philip W., Washington School, Le-moore
 Engvall Willard R., Supt., 875 Angus Ave., San Bruno
 Enlow, Cora K., Roosevelt School, Vallejo
 Ensz, J. H., 200 Dollner, Visalia
 Erickson, Mrs. Hazel, Vista Unified School, Vista
 Evans, Mrs. Zoa M., 691 45th Ave., San Francisco 21
 Evenson, Edna M., 74th Street School, Los Angeles 44
 Eyraud, Emilie M., Hayvenhurst School, Van Nuys
 Fagin, Mrs. Jean T., 1524 N Martel, Hollywood
 Farnham, N H., Dist. Supt. of Schools, Oil-dale
 Farnum, Martha F., 300 B Ave., Coronado
 Feazell, Ruby C., 3395 Tareco Dr., Los Angeles
 Fellows, Millie B., 14609 Burbank, Van Nuys
 Fischer, Robert J., Pioneer School, Artesia
 Fischer, Charles F., 2050 W Willow St., Stockton
 Flake, Mrs. Elizabeth M., 1227 Paseo Del Mar, San Pedro
 †Floyd, Mary I., 854 Harbor View Pl., San Diego 6
 †Flynn, Mary C., 2219½ Venice Blvd., Los Angeles 6
 Fox, Mrs. Betty King, 2424 Sixth St., La Verne
 Frame, Dana S., Bret Harte School, Sacramento
 Frazee, Mildred U., 2234 Camden Ave., Los Angeles 25
 Freeman, Rudolph, 1781 Oxford Way, Stockton
 French, Helen, 4224 St. James Pl., San Diego
 Fritz, Walter A., 3450 Percy St., Los Angeles 23
 Fry, Wayne C., 3889 Pringle St., San Diego 3
 Fugate, Ben F., Dist. Supt. of Schools, Yu-caipa
 Fuller, Elnora, 4534 Fulton St., San Francisco
 Galloway, Mrs. Mae E., 2275 Ben Lomond Dr., Los Angeles 27
 †Gamble, Mrs. Leo May, 1112 S. Wilton Pl., Los Angeles 6
 Gannon, Joseph F., 633 Woodbury Rd., Glendale
 Gansberger, Dorothy, 102 Lewelling Blvd., San Lorenzo
 Garland, Elizabeth, 153 Race St., Grass Valley
 Gartside, Claire L., 2133 Wellington Rd., Los Angeles 16

- Geddis, Terence B., 2890 Redwood St., San Diego 4
 Geiger, George L., Jr., 3548 Orange Ave., Long Beach 7
 George, Edna, 4830 Angeles Vista Blvd., Los Angeles 43
 Germain, John S., 450 N Regent St., Stockton 49
 Gibbs, Byron C., Union Elementary School, Healdsburg
 Gilcrest, Myrtle E., 1574 22nd Ave., San Francisco
 **Gilson, Dan H., 4030 Sequoyah Rd., Oakland 3
 Gish, Mrs. A K., 1501 Lincoln Way, San Francisco
 †Glassbrook, Mrs. Tillie H., 338 Tennyson Rd., Hayward
 Gleeten, Mrs. Lylie P., 600 Hill Dr., San Gabriel
 Godard, Florence D., 1121 Rose Ave., Long Beach 4
 Goldman, Edward D., 801 Fillmore St., San Francisco 17
 Gonzalez, Lilia A., 1843 31st St., San Diego 2
 Gooch, Roy, 806 Euclid Ave., Los Angeles 23
 Goodrich, Mrs. Frances B., Fremont School, Salinas
 Gordon, Milton, 209 Ashbury Ave., El Cerrito
 Grace, Wilson A., Box 527, Big Bear Lake
 Granger, Roy T., Tompkins School, Oakland
 Gray, Jean, 2232 Grove St., San Francisco 17
 Green, Vivian D., Miraloma School, San Francisco 16
 Gribble, Mrs. Faye, Rt 6, Box 529, Bakersfield
 Griffin, Lily L., 4157 Fourth Ave., Los Angeles 43
 Grimshaw, M Alice, 112 W Broadway, Anaheim
 Grinnell, Frances G., 4560 Mullen Ave., Los Angeles 43
 Gripestraw, B W., Union School, Oakdale
 Grover, Charles C., Glenview School, Oakland
 Guptill, Perl N., 8644 Mt. View Ave., South Gate
 Haas, Mrs. Nell M., 2249 248th St., Lomita
 Hagenburger, Mrs. Marion A., 4501 Bernice Ave., Los Angeles
 Hald, Marie M., Solvang
 Hall, Lee Roy, 585 Michigan Blvd., Pasadena
 Haller, Rena C., 4937 Ben Ave., North Hollywood
 Hamill, June, 1446 Dwight Dr., Glendale
 Hamlin, Mrs. Sarah, Box 31, Westwood
 Hamm, Max S., Cole School, Oakland
 Hammat, Hattie May, Heaton School, Fresno
 †Hammond, Mrs. Gertrude Best, 7316 Crenshaw Blvd., Los Angeles
 †Hanna, Dr. Paul R., Prof. of Educ., Stanford University, Stanford University
 Hansen, Gladys G., 2203½ Budlong Ave., Los Angeles 7
 Hansen, Hubert G., 535 E. Miner Ave., Stockton 37
 Hanson, Edith J., 6315 Radford Ave., North Hollywood
 Happy, Viola, Magnolia Avenue School, South San Francisco
 Harding, Prudence L., 14655 Hamlin St., Van Nuys
 †Harding, Ruth Clarke, 2232 A St., Bakersfield
 Hardman, Bess, 2304 11th St., Los Angeles 16
 Hardy, Clarence J., 5287 College View Ave., Los Angeles 41
 Harmon, Raymond C., Jenson & Cedar Ave., Calwa City
 Harms, Mrs. Irene B., 1112 S. Cabrillo, San Pedro
 Harnois, Duncan, Bret Harte School, Burbank
 Harris, Mrs. Alta, 81 Garcia Ave., San Francisco
 Harris, Mrs. Muriel, Laguna Honda School, San Francisco
 Hart, Mrs. M Louise, 316 S. Roxbury Dr., Beverly Hills
 Hartshorne, Edna, Normandie Avenue School, Los Angeles
 Harvie, Mrs. Gertrude R., 2218 N St., Sacramento 16
 †Haw, Harry Huber, 1413 Golden Gate Dr., San Diego 3
 Hawks, Mrs. Mary J S., 2110 S. Hobart, Los Angeles 7
 Haworth, J Raymond, 850 Adelaide Dr., Pasadena 8
 Hayes, Alice M., 556 Ellington Ave., San Francisco 23
 Hayward, Mrs. Lucy M., 124 Mira Mar Ave., Long Beach 3
 †Heacock, A B., 709 E Windsor Rd., Glendale
 †Heffernan, Dr. Helen, State Dept of Education, Sacramento
 †Helbach, Merle R., 1543 W. 83rd St., Los Angeles
 Helms, Walter T., 1108 Bissell Ave., Richmond
 Henley, William C., Supt., 205 S Winchester, Campbell
 Herkner, Clarence G., 42 San Pedro Rd., San Rafael
 Herrington, Hugh, Laurel School, Oakland 2
 Hicks, Eleanor, 4624 Sixth Ave., Los Angeles 43
 Higgins, Mrs. Dorothy Jean, 9021 Fifth Ave., Inglewood
 Hildebrand, Edna, 140 N. Spruce, Montebello
 Hill, Mrs. Beulah, 152 S Berendo, Los Angeles 4
 Hill, M Lillian, 903 Guerrero St., San Francisco 10
 Hill, Mrs. Margaret F., 170 Patterson Ave., Santa Barbara
 Hill, Mrs. Ruby Larson, 421 Western Dr., Richmond
 Hillerby, Ruth C., Rockdale School, Los Angeles 41
 Hilliard, Erna, 10822 Ohio Ave., West Los Angeles 24
 Hilton, Dr. Eugene, 385 49th St., Oakland 9
 Hippard, Mrs. Frances, Maple Avenue School, Orange
 Hobson, Mrs. Marjorie M., 112 E Elm Ave., Fullerton 2
 Hockett, Dr. John A., Assoc Dir of Training, University of California, Los Angeles 24
 Hodges, Roselle, 806 E Carson St., Long Beach 7
 Hoel, Mrs. Helen H., 212 Hockett St., Porterville
 †Hoffman, Mrs. Howardine G., 333 Anita Dr., Pasadena
 Holliday, Guy, 5384 Angeles Vista Blvd., Los Angeles 43
 Hollinshead-Meyer, Laura, Crescent Heights School, Los Angeles
 †Hollowell, Hazel, 5216 Longfellow St., Los Angeles
 Holsinger, Edith A., Rt 4, Box 278, Anaheim
 Holt, Helen, 916 Union St., Alameda
 Hooker, Ora Whitley, 922 Crenshaw Blvd., Los Angeles 6
 Hopkins, Clarence G., 5139 Argus Dr., Los Angeles
 Hopper, William R., 920 W. Main St., Visalia
 Howden, Mrs. Aileen McC., Brookfield Village School, Oakland 3
 Howe, Norris H., 445 S 47th St., San Diego 2
 Howell, Etta H., Longfellow School, Long Beach 7

- †Howk, Charles D., 344 Flower St., Pasadena 6
 Huganey, Ida, 1160 Bird St., Oroville
 Hughes, Mrs. Mary E., 847 Campus Way, San Bernardino
 Hull, Arthur C., Box 600, Carmel
 †Hummel, Leonard G., 339 W. Wilson St., Banning
 Hunt, Lois E., 351 Myrtle St., Glendale
 Huntoon, Mrs. Georgie K. M., 901 S. Kingsley Dr., Los Angeles 7
 Hurley, Mrs. Josephine E., 231 E. 17th St., Artesia
 Hutchinson, John L., 1128 Windsor Pl., South Pasadena
 Hyde, Lafayette, 1215 Englewood, Fresno
 Hymer, Evangeline, 342 S. Mariposa, Los Angeles 5
 Ingle, Earl B., 1783 Spruce St., Berkeley 4
 Ireland, Frances, Burbank School, Long Beach 4
 Ivey, Henrilu, 925 Gayley Ave., Los Angeles 24
 Jacobsen, Glenn, 604 Ann Arbor Dr., Bakersfield
 Jacobus, Gerald L., Co. Supt. of Schools, Hanford
 Jack, Walter A., 240 San Mateo Dr., San Mateo
 Jamieson, Helen Fay, Redding School, San Francisco 9
 Jellison, Hilda L., 16013 Ainsworth Ave., Gardena
 †Jenkins, Mrs. Letha F., Grammar School, Ross Jensen, Mrs. Katherine, Cleveland School, San Francisco 12
 Johnson, Charles Sale, 1640 College Ave., Fresno
 Johnson, Frank R., Dist. Supt. Guadalupe
 Johnson, Mrs. Genevieve G., 609 Johnson St., Santa Rosa
 Johnson, George A., Carquinez School, Crockett
 Johnson, Henrietta, 5218 Harbord Dr., Oakland 11
 Johnson, Kenneth H., 1447 Idlewood Rd., Glendale
 Johnson, Ruth P., 4011 14th St., Riverside
 Johnson, Mrs. Vivian, 1414 Castro St., Martinez
 Johnston, G. Elizabeth, 955 N. Vine St., Los Angeles 38
 Johnston, Howard L., 512 Hilton Ave., Vallejo
 Jones, Beatrice A. K., Rt. 1, Box 763, Monterey
 Jones, Cathryn M., 14342 Dickens St., Sherman Oaks
 Jones, Marvin D., 2832 Lincoln Ave., Richmond
 Jordan, Christine M., Box 73, Roscoe
 Jordan, Elizabeth, Toluca Lake School, North Hollywood
 Jorgensen, Mrs. Mabel I., Kettleman City
 Joseph, Manuel T., 880 Ocean Ave., Monterey
 Judkins, Mrs. Frances, Box B, Pismo Beach
 Judson, Harold I., McKinley School, Long Beach 5
 Kaler, James E., 3016 32nd St., Sacramento 17
 Keele, J. V., Box 37, Port Chicago
 Keetch, Rulon P., Standard School, Oildale
 Kelly, Florence M., 707 Esplanade, Redondo Beach
 Kelly, Mrs. Irene E., 75 Buena Vista Ave., San Francisco 17
 Kelly, Julia Mae, 707 Esplanade, Redondo Beach
 Kennedy, Mrs. Evelyn H., 1501 Haldon, Bakersfield
 Kennedy, Mrs. Lona E. M., 314 E. Burke St., Rivera
 Kerber, Ruth G., Supt., Tehama Co. Red Bluff
 Kershner, Mildred, 286 Third Ave., Chula Vista
 Kilton, Inez G., 625 Euclid Ave., Long Beach 4
 †Kimes, Williams F., Asst Supt., 799 F St., San Bernardino
 Knight, Reginald R., F D. Roosevelt School, Bellflower
 Knipe, Grace M., Herbert Hoover School, Santa Ana
 Knopf, Harry, 124 Orange Ave., Ripon
 Krantz, Mrs. Thelma, 610 Fourth Ave., Chula Vista
 Krebs, Mrs. Grace E., 1010 Floral Dr., Whittier
 Krouse, Dr. George T., 1495 Englewood Ave., Fresno
 †Kyes, Mrs. Marguerite D., 6211 Beard St., Los Angeles 42
 †Kyte, Dr. George C., Haviland Hall, University of California, Berkeley
 Lacy, Helen J., 4314 Piedmont Ave., Oakland 11
 Laird, J. David, Supt. of Schools, Tulare City
 Lamb, Thurman O., 1439 Acheson St., San Diego 10
 Lancaster, Alice, 336 Seventh St., Richmond
 Landes, Loyd M., Theodore Roosevelt School, Long Beach 6
 Lanyon, Mrs. Frances, 408 Almaden Ave., San Jose 14
 Laue, Mrs. Josephine Maxon, Toland Way School, Los Angeles 41
 Laufeld, Lucia E., Rt. 3, Box 327, Anaheim
 †Learned, Roy E., Box 274, Elk Grove
 Lee, Mrs. C. Laverne, 6752 Sylmar Ave., Van Nuys
 Lee, Mrs. Iva R., 477 N. Shaffer St., Orange
 Lefever, Mrs. Ruth B., 2909 Hope St., Huntington Park
 Libbey, Frances Yale, 1212 W. Walnut St., Stockton 12
 Lindley, Helen, 434 Orizaba St., Long Beach 4
 Lindsay, Mrs. Aimee, 2120 23rd St., Sacramento
 Lindsay, Elizabeth, 4622 Welch Pl., Hollywood
 Lindsay, Isabel F., 1421 Freeman St., Santa Ana
 Link, Clarence W. B., 962 Rome Dr., Los Angeles 31
 Linn, Ronald, 2029 Whelan Ave., Leandro
 Linsley, George H., Box 25, Esparto
 Long, Julia F., Granada School, Alhambra
 Long, Mrs. Rose Carr, 1210 Glen Arbor Ave., Los Angeles 41
 Long, Mrs. Vivian L., 2302 Ivy Dr., Oakland 2
 Lord, Helen M., 2820 E First St., Los Angeles
 Lothrop, Mary, 4270 Leimert Blvd., Los Angeles 43
 Lounsbery, Sophia M., 2713 McConnell Dr., Los Angeles 34
 Lowe, Russell A., Box 488, McCloud
 Lowry, Agnes W., 5757 Franklin Ave., Hollywood
 †Lumbard, Mrs. Kate A. H., Box 816 Auburn
 Lydell, Dwight M., Supt. of Schools, Monterey
 Lynd, Albert W., 820 Argonaut St., Stockton
 †Lyon, Harley W., 95 N. Sierra Bonita Ave., Pasadena 4
 Lyons, Mrs. Lucile C., 1444 Irving Ave., Glendale 1
 Madigan, Eleanor, 51 Daniels, Vallejo
 Madsen, Donald H., 6920 Krause Ave., Oakland 3
 Maguire, S. Edna, 268 E. Blithedale, Mill Valley
 Maher, Mary, Leland School, San Pedro
 Manlove, Marac, Starr King School, Long Beach 5
 †Mann, John C., Box 160, Gonzales
 †Marbut, John W., 3429 California, Long Beach
 Marchant, Maud, 400 Montclair Ave., Oakland 6
 Marcotte, Pauline, 10315 E St., Oakland 3

- Martin, George B., Columbus School, Berkeley
 Martin, Mrs Gertrude, 1518 S Wilton Pl., Los Angeles 6
 Martin, Mary T., Rt. 4, Box 518, Hanford
 Martinelli, Louis C., Central School, Chico
 Martins, Victor L., 4112 S Normandie St., Hollywood
 Maslin, Helen B., 1044 Park Hills Rd., Berkeley
 Mason, Bessie H., 1005 W. Sixth St., Los Angeles
 Mattei, Marguarita, 15 Sherman St., Santa Cruz
 McAdam, Mrs Edith, 401 Buena Vista St., Taft
 McCarthy, Aileen, 745 39th Ave., San Francisco
 McCleish, Nellie, 3722 Elmwood Ct., Riverside
 McClellan, Harold, 2200 Loch Lomond, Whittier
 McClenahan, R S., Elementary School, Hughson
 McCormick, Ray C., 2407 68th Ave., Oakland 5
 McDowall, Mary W., Kaweah
 McGinnis, J. Clark, Rt. 4, Box 276, Bakersfield
 McGivney, Genevieve, 1677 Dolores St., San Francisco
 McGraw, Mrs Margaret A. F., 5137 Angeles Vista Blvd., Los Angeles 43
 McGuire, Bess, 1241 Sonoma Dr., Altadena
 McIntosh, Martha, 3222 Quimby St., San Diego 6
 McIntyre, Mary Jane, 2945 33rd St., San Diego
 McKay, Henry W., 604 S Tamarind, Compton
 McLean, Bruce, 3584 Herman Ave., San Diego 4
 McMahon, Mrs Minnie M., 1359 Casa Vista Dr., Pomona
 McMaster, James Floyd, 12060 Pierce St., San Fernando
 McMurdo, Lavinia, 75 Buena Vista Ave., San Francisco 17
 McMurray, Vera Elena, 2111 Menlo St., Los Angeles
 McNutt, Marie, Asst Prin., Barton School, Long Beach
 McQuilkin, H., 2929 26th Ave., San Francisco 16
 Meints, Viola, 24 Peyton St., Santa Cruz
 Melendy, Lila, Hollister
 Mennie, Elizabeth E., 230 Vasquez Ave., San Francisco
 Merriman, Dorothy, 46 S. Third St., Campbell
 Mette, Wilda C., Russell School, Hayward
 Metz, Mrs R. Elizabeth T., 4216½ W Adams Blvd., Los Angeles 16
 Michael, Mrs. Ruby Riser, 2414 W. 60th St., Inglewood
 Michaelis, Harriet, Lomita School, Lomita
 Michaelis, John U., Haviland Hall, University of California, Berkeley
 †Michel, Gladys R., Candlestick Cove School, San Francisco 24
 Miller, Mrs. Vera S., Allesandro School, Los Angeles
 Milner, Pearl, 927 S Eastman St., Los Angeles 23
 Miner, Robert, Lafayette School, Fresno
 Mixsell, Frank H., 1844 Bel Aire Dr., Glendale
 Mock, Thomas M., Horace Mann School, Beverly Hills
 Moffett, Paul F., 2033 Poplar Ave., Fresno
 Molino, Henry S., 2617 San Marcos Ave., San Diego 2
 Moloney, Edith H., 232 N Almont Dr., Beverly Hills
 Moody, Edith, Peres School, Richmond
 Moore, Mrs Clara, 374 Byxbee St., San Francisco 12
 Moore, Helen F., 1253 University, San Diego 3
 Moore, Trammell W., Box 278, Atascadero
 Moore, Wendall, 250 Clifton St., Oakland 18
 Morgan, R J., 6507 Allston St., Los Angeles 22
 Morris, Mrs Rae Lee, 1560 E Washington St., Pasadena
 Morrison, Daisy P., 4830 Angeles Vista Blvd., Los Angeles 43
 Morrison, Mrs Elsie, 1385 Greenwich St., San Francisco
 Morrison, Mrs Isabelle W., Ramona School, Hollywood
 Mosser, Sidney J., 1603 S Marguerita St., Alhambra
 †Mount, Mrs Florence D., 3113 Sparr Blvd., Glendale 8
 Moyes, Mrs. Rhca, Warren Lane School, Inglewood
 Mulcahy, Alice G., 127 S I St., Tulare
 Mullen, Mary, 2026 S Fremont, Alhambra
 Mungen, Grace, Bellevue Avenue School, Los Angeles
 Murphy, Mrs Jeannie Dean, 1960 W. 79th St., Los Angeles 44
 Murphy, Mrs Ursula, Sunshine Health School, San Francisco
 Murray, Dorothy, Washington School, Visalia
 †Myers, Newell D., Box 876, Palos Verdes Estates
 Myers, Ruth B., Broadway School, Venice
 Neideffer, Raymond T., Asst. Supt., 1600 K St., Bakersfield
 Nelson, Mrs Ada S., Dist Supt. of Schools, Los Nietos
 Newcomer, John F., Warner Springs
 Newman, Mrs Ethel B., 333 N Wilton Pl., Los Angeles 4
 Newsom, Alfred D., 4343 La Crescenta Ave., La Crescenta
 Nichols, Roy T., 1014 Everett St., Oakland 2
 Niegosch, Dr. Helena, Rosemont School, Los Angeles 26
 Nordstrom, Howard, 831 Vassar, Fresno
 Nordstrom, Jessie S., 1842 W 43rd Pl., Los Angeles
 Norton, Ruth Baker, 4155 S Arlington Ave., Los Angeles
 Norton, Winifred, 836 Sixth Ave., Oakland
 †O'Brien, Eugenia Helena, 1858 Silverwood Ter., Los Angeles 26
 O'Brien, Mary B., 120 N Martel, Los Angeles 36
 O'Connell, Mary C., 1204 Dolores St., San Francisco 10
 O'Halloran, Gertrude, 2443 30th Ave., San Francisco 16
 O'Hara, Olympia, Sutro School, San Francisco 18
 Olivier, Lillian M., 8062 Culowee St., La Mesa
 Olson, Oscar H., 736 Harvard Ave., Menlo Park
 Ord, Avis, 701 Nahant Ct., San Diego
 †Orth, Fred W., 2031 Arlington Ave., Los Angeles 16
 O'Shaughnessy, Marcella M., Laguna Honda School, San Francisco 22
 Ott, Eva M., 3328 Brann St., Oakland 2
 Overholt, Mrs. Rosalind M. Gates, 246 S Lorraine Blvd., Los Angeles
 Owen, Cyril R., 2737 Buena Vista Ave., Stockton 51B
 Owen, William E., 1166 W. Harding Way, Stockton
 Palmer, John H., Box 1069, Marysville
 Parrish, Alvin L., Dewey School, Oakland 1
 Patterson, J. Randal, Kelseyville
 Patterson, Mrs Ruth, 1511 Micheltorena, Los Angeles 26
 Paul, Ruth Green, 1840 Rio Hondo Ave., Rosemead
 Peck, Elsa, Alexandria Avenue School, Los Angeles

- Peddle, Mrs. Gertrude W., 8720 S. Harvard Blvd., Los Angeles 44
- Peirce, M. June, 1035 Roswell Ave., Long Beach
- Peters, Mary M., Grove School, Ontario
- Peterson, Audrey B., 1835 Meade, San Diego 3
- Peterson, Mrs. Marian, 4551 Steele St., Oakland 2
- †Phillips, Harry W., 3706 Degnan Blvd., Los Angeles 16
- Phillips, Stuart S., Lakeview School, Oakland 10
- Pielmeier, Mrs. Hertha, 512 N. Lucerne Blvd., Los Angeles 4
- Pierce, Mrs. J. Maria, Arroyo Seco School, Pasadena 2
- Pippert, Mrs. Maud, 215 S. Commonwealth Ave., Los Angeles
- Pisor, Carl E., Box 522, Fowler
- Plagemann, Dora E., 2121 Sacramento St., San Francisco 9
- Pollich, Raymond E., Asst Supt, 451 N. Hill St., Los Angeles 12
- Pollock, Elmer N., Box 641, Artesia
- Potter, Gladys, 715 Locust St., Long Beach 2
- Potter, Mrs. Ruth, 1524 N. Sycamore St., Santa Ana
- Potts, Gertrude, 637 N. Ross, Santa Ana
- Poulsen, Esther R., 335 San Ysidro, Santa Barbara
- Powers, Mrs. Pearl, 277 Second St., Coalinga
- †Preston, C. W., 133 N. Alexandria Ave., Los Angeles 4
- †Priest, George A., 58 Thompson St., Hollister
- Pullis, Mrs. Jessica K., 1132 S. Fremont Ave., South Pasadena
- Pursell, Arthur L., 738 E. King St., Tulare
- Putnam, Mary A. P., 440 23rd St., Santa Monica
- Quirette, Mrs. Beulah K., 4525 Castle Rd., La Crescenta
- Quinn, Ruth Watson, 5615 S. Normandie, Los Angeles 37
- Ransom, Mae, 1705 S. Sixth St., Alhambra
- Raney, Mrs. Jane Burns, 29 Fifth St., Petaluma
- Reams, Mrs. Lois P., 820 Glenmont Ave., Los Angeles 24
- Reavis, Glenn D., Box 87, Clovis
- Rector, Dr. William G., 3730 Lincoln Ave., Oakland
- Redwine, Mrs. Hazel T., 420 Sixth St., Marysville
- Reese, Mrs. Erma B., Rt. 1, Box 91, Acampo
- Reeves, Mrs. Mabel, Winton
- Rehwoldt, Walter, 6234 Allston, Los Angeles 22
- Reid, Mrs. Estelle S., Harding School, El Centro
- Rejmann, Charlotte Mae, 7101 Benson St., Huntington Park
- Reinke, Gertrude H., 2006 Fletcher Ave., South Pasadena
- Renke, Daniel R., Alice Birney School, San Diego
- Retzlaff, Phyllis, 646 Eureka, Redlands
- Reynolds, Mrs. Christine Marsh, 408 S. New Hampshire, Los Angeles 5
- Richards, Marcella L., 1024 Salisbury Rd., La Canada
- Richardson, Dale, 6552 Fairfield, Los Angeles 22
- Richert, Paul, Box 441-A, Rt. 2, Porterville
- †Riese, Ella L., 2802 Walnut St., Huntington Park
- Riggins, Mrs. Mildred E. M., 1607 S. Fairfax Ave., Los Angeles
- Riggins, Mrs. Vera B., Box 16, Chowchilla
- Rippey, Dr. Andrew D., Fresno State College, Fresno
- Ritchie, Mrs. Eva L., 2520 33rd St., San Diego 2
- Ritchie, Mrs. Georgina D., 6246 Fishburn Ave., Bell
- Rivera, Rudolph, 235 23rd St., Merced
- Roberts, Bertha E., 2151 California St., San Francisco
- Robertson, Gus C., Box F, Irvington
- Robinson, Joseph C., Pacific Beach School, San Diego 9
- Robison, Mrs. Fae, Cerritos School, Glendale 4
- Robison, George H., Horace Mann Junior High School, San Diego
- Rokovich, Mary Ann, Box 401, Grant Rd., San Mateo
- Rolo, Orlo M., Box J-1 Avalon
- Romwall, Oden, Union School, Byron
- Root, Dan O., Crystal School, Suisun City
- Rose, Jennie, 1427 S. Mansfield Ave., Los Angeles
- †Ross, Mrs. Edith Holmes, 4435 W. 62nd St., Los Angeles 43
- Ross, Maurice B., 3040 Udal St., San Diego 6
- Ross, Mrs. Natalie L., 820 Walker, San Pedro
- Roth, Mrs. Ethel F., 2950 Van Ness Ave., San Francisco
- Rudholm, Melvin P., Box 303, Pixley
- Rushforth, Robert N., Cragmont School, Berkeley
- †Rusling, Mrs. Cora S., 1210 N. Hill Ave., Pasadena 7
- Russell, James, Columbia School, Fresno
- Ruth, Clarence, Union School, Lompoc
- Ryan, E. Lunney, 159 Lake St., Oakland 12
- Ryan, Jane, 1600 Clement St., San Francisco
- Ryan, Mrs. Leanta S., 242 E. Center St., Covina
- Salcido, Elsie, 527 W. Highland, Tracy
- Salvin, Mrs. Sophia Tichnor, 6835 Pacific View Dr., Los Angeles 28
- †Sanders, Ralph G., Box 111, Guasti
- Sater, Mrs. Lela, 508 Eighth St., Antioch
- Saylor, Margaret F., 3611 San Marino St., Los Angeles 6
- Schaefer, C. M., Spring Valley School, San Francisco 9
- Scharf, Mrs. Eva P., 2204 Prospect, Venice
- Schieber, Frank, Hopland
- Schmidt, Mrs. Blanche L., Vice-Pres., Dept of Elem. School Prin., Natl. Educ. Assn., Box 426, Dos Palos
- Schramm, Bess G., 260 Ximeno Ave., Long Beach 3
- Schultz, Mrs. Henrietta M., Box 462, Alhambra
- Schwab, Mrs. Jeannette S., Sheridan Street School, Los Angeles 33
- Scott, Myrtle Jane, 842 Maple Ave., Bellflower
- Sea, Mrs. Marcella R., 832 W. Walnut St., Monrovia
- Segbarth, Stella L., 3652 Huntington Dr., San Gabriel
- Seidel, Vaughn D., Co Supt of Schools, New Court House, Oakland
- Severns, Joe D., Mission School, Redlands
- Shackelford, Claude L., 4528 El Camino Corto, La Canada
- Shaffer, H. E., 461 Estudilla, San Leandro
- Shanahan, Mrs. Norma, Weaverly
- Sheaff, Joseph L., 2030 E. 14th, San Leandro
- Shingler, Mrs. Muriel, Grove Avenue School, Clearwater
- Shriner, William C., Garfield School, Oakland 6
- Siegler, Alfred C., 124 Sims, Vallejo
- Siewert, Walter R., Jefferson School, Pasadena 4
- Silk, Mrs. Mollie O., 147 S. Martel St., Los Angeles 36
- Sumpson, Jack, Vice-Prin., Union Elementary School, Ukiah

- Singletary, Mattie S., Fremont School, Riverside
 Sletten, Theresa C., 933 Lincoln Blvd, Santa Monica
 †Sloane, Boyd Lincoln, 1421 Dominion Ave., Pasadena
 Smith, Agnes L., 313 Second St, Huntington Beach
 Smith, Charlotte G., 217 Center Ave., El Monte
 Smith, F B., 2717 Seventh Ave., Sacramento 17
 Smith, H Lawson, 27483 Western Rd, Hayward
 Smith, Irving W., Box 1352, Richmond
 Smith, Mrs Josephine P., 1913 W Hellman Ave., Alhambra
 Smith, Miss Leslie G., 5834 Patton St., Oakland 11
 Smith, Lucile, 1118 W. 41st Pl, Los Angeles
 Smith, Mollie A., 795 Sutter St, San Francisco
 Smith, Mrs Rose M., 527 S Oxford Ave., Los Angeles 5
 Smith, Weir, Elementary School, Stratford
 Snow, Irene, 2005 Oak St, Napa
 Snyder, Peter H., 3844 Belmont Ave., San Diego 4
 Sorrells, Mrs Hazel D., 1034 Leighton Ave., Los Angeles 37
 Spooner, Fred K., 651 N Central Ave., Stockton 21
 Stahlem, Mrs Evelyn McInnes, 3328 Olive St, Huntington Park
 Starr, A G., 1963 Oakview Dr, Oakland 2
 Stearns, Oletha, 1524 Martel Ave., Los Angeles 46
 Steele, Elizabeth, 1125 Appleton St, Long Beach
 †Steelhead, Bert F., 523 Clement Dr, Glendale
 Stephens, Maxine C., Box 1014, Quincy
 †Stevens, Mrs Kathleen H., 5266 Village Green, Los Angeles
 †Stevenson, Gordon K., 4722 Bancroft St, San Diego 4
 Stewart, Mrs. Emma P., 2271 Chestnut Dr, Long Beach 6
 Stewart, Hugh B., Box 26, Arcata
 Stewart, Margaret E., 301 N Marengo, Alhambra
 Stockwell, Mrs Vesta, Box 912, Vallejo
 Stoebe, Wallace T., Central School, Cucamonga
 Stone, Barbara Lindsay, Kenmore School, Baldwin Park
 Storey, Mrs. Edith, 727 Palm St, Fresno
 Stover, John E., Box 483, Terra Bella
 Strand, Bernard J., 812 E Laurel, Compton
 Sullivan, Charles L., Dist. Supt Elem Schools, Fairfield
 Sullivan, Elizabeth M., Box 16, Chula Vista
 Supple, Mary H., Grant School, San Francisco 15
 Suprenand, Mrs Alice, 215 N Santa Anita St, San Gabriel
 Sutherland, L. E., 524 Palisades St, Pasadena
 †Sutton, Lulu H., Novato
 †Swan, Mrs Ione D., 1967 Cheremoya, Los Angeles 28
 †Swarthout, Capt. Walter E., 226 Ordinance Base Depot, APO 331, c/o Postmaster, San Francisco
 †Sylvester, Helen K., 1242 23rd St., San Diego 2
 Tarbell, Mrs. Della R., 10268 La Tuna Canyon, Roscoe
 Teach, Charles Elden, High School Bldg, San Luis Obispo
 Tegsmer, Etta H., 401 Burrows St., San Francisco 24
 Teubner, Mrs. Vivien E., 10268 Cheviot Dr, Los Angeles 34
 Thatcher, Mrs. Mollie H., Wilshire School, Fullerton
 †Thomas, Carl D., 501 N. Santa Anita Ave., Arcadia
 Thomas, Mrs Irma, Bryant School, Long Beach 4
 Thomas, Mildred L., 252 N Bennett, Box 638, Fontana
 Thompson, Mrs Rose V., 1616 Garth Ave., Los Angeles 35
 Thornquist, Mrs. Marie H., 339 N. Harvard Blvd., Los Angeles
 Thyberg, Clifford S., Union School, Saugus
 Tierney, Mrs. Elizabeth D., 738 S. Mariposa, Los Angeles 5
 Tillman, Florence, 1707 West St., Oakland 12
 Tingley, Grace W., 5120 Earl Dr., La Canada
 Tinkham, Mrs. Myra, 1352 S. Dunsmuir, Los Angeles 35
 Toy, Miss A. C., 1100 E. Green St., Pasadena 5
 Trillingham, C. C., Co. Supt. of Schools, 808-N. Spring St, Los Angeles 12
 Trittenbach, Mrs. Mary, 251 Dorantes Ave., San Francisco 16
 Troeger, Dorothy E., 332½ N. Sycamore Ave., Los Angeles 36
 Tudbury, Mrs. Ethel W., 1891 San Juan Ave., Berkeley 7
 Ulrich, Robert P., Burbank School, San Bernardino
 Upton, Anne Hale, 3088 N. Fair Oaks, Altadena
 Van Amburgh, Leila E., 2116 Naomi, Arcadia
 Van de Mark, Mrs. Della, 8000 Birch St., Oakland 3
 Van Dyke, Mrs Edna S., 10365 Blythe Ave., Los Angeles 34
 †Vans, Mrs. Oda Beardsley, 1051 Magnolia Ave., Gardena
 Vestal, Bernice, 327 E. Maple, Orange
 Voight, Mrs Nila T., 4235 Riverton Ave., North Hollywood
 †Wacaser, Mrs. Helen D., 4962 Iowa Ave., Fresno
 Waddell, Mary C., 224 14th St., Manhattan Beach
 Waite, Nettie S., 712 Walnut St, Norwalk
 Waldo, Raymond B., 10543 Plainview Ave., Tujunga
 Walker, A Roland, 1667 Loma Vista St, Pasadena 7
 Wall, Erla, 108 Fifth St., Antioch
 Wallace, Irvina, 1196 Gulf Ave, Wilmington
 †Walter, Robert Bruce, 434 N Del Mar St., San Gabriel
 Ward, Elbert W., 419 E Alameda St., Downey
 Warren, Elizabeth S., 130½ S. New Hampshire, Los Angeles 4
 Wassum, Clara E., 2203 Downey St, Modesto
 Watkins, Mrs. Lillian M., 2030 E. Orange Grove Ave., Pasadena 7
 Webster, Mrs. Barbara M., 716 Virginia Ter., Santa Paula
 Weiser, Anna E., Box 263, Bakersfield
 †Welday, Samuel O., 2117 Chapala St., Santa Barbara
 †Weller, Louise E., 3544 Texas St, San Diego 4
 Wenken, Nellie Opal, 633 Heliotrope Dr., Los Angeles
 †Wennerberg, Herbert, 2224 Glencannon Dr., Whittier
 Whedon, Mrs Marion, Los Felix School, 1740 N. New Hampshire, Los Angeles
 Whigam, Mrs. Helen Zak, 33 Crestlake Dr., San Francisco 16
 White, Clara H., 2735 Union St, San Francisco
 White, Francis J., 333 Palm Ave., Woodlake
 Whitman, Kermit D., Mark Twain School, Long Beach 8
 Wickens, Lewis A., 5801 Magnolia Ave., Riverside

Widemann, Grace V., Box 134, Gonzales
 Wierwille, Winifred, 602 Sixth St., San Bernardino
 Wilby, Frank A., Box 55, Mojave
 Willett, Mary E., Dover Street School, San Pablo
 Willey, Walter O., 10843 Rochester Ave., Los Angeles 24
 Williams, Mrs. Ella S., 3490 Rowena Ave., Los Angeles
 Wilms, Robert J., 5391 Huntington Dr., N. Los Angeles
 Wilson, Amber M., 4130 Grandview, Culver City
 Wilson, Mrs. Eleanore, 255A Nieto Ave., Long Beach 3
 Wilson, Hardan L., 3052 Curlew St., San Diego 1
 Wilsoo, Mrs. Imogene P., Rt. 1, Box 504, Chula Vista
 Wilson, Ira C., Signal Hill School, Long Beach 6
 Wilson, James Fred, 4575 Alice St., San Diego
 Wilson, Mrs. Myrtle B., 417 29th St., Oakland 9
 Wilson, Mrs. Rachel K., 5330 Ninth Ave., Los Angeles 43
 Winters, Mrs. Louise R. V., 143 N Coronado St., Los Angeles 26
 Wolf, Ruth E., 1821 E. San Vincente St., Compton
 Wonders, Winifred M., 333 E. Esther St., Long Beach 6
 Wood, Maevs B., Danville
 Woodfin, Miss Joseph W., Maxwell Park School, Oakland 2
 Woodmansee, Gertrude, San Fernando School, San Fernando
 Woodworth, Ira R., Lincoln School, Tulare
 †Wooley, Mrs. Cora E., Box 693, Sta. H, Los Angeles 44
 Wrenke, Helen, 3154 Huntington, Fresno
 Wright, Helen R., 1118 McDonald Ave., Santa Rosa
 Wright, Thelma L., 55 S. Parkwood Blvd., Pasadena 8
 Wright, Thomas, Dailey School, Fresno
 Yost, Mrs. Marcella, 237 Oakmont Ave., N. Sacramento 15
 †Young, Sarah L., 2451 Seminary Ave., Oakland
 †Zimmerman, F. B., 3500 Mountain Blvd., Oakland
 †Zook, Carl S., 4336 Jellet St., San Diego 10
 Zurcher, Lucille J., 260 Orange St., San Bernardino

COLORADO

Adams, Doris, 61 S. Eighth Ave., Brighton
 Alberico, Lena, Bradford School, Pueblo
 Anderson, William H., Jr., 1479 S. Clayton St., Denver 10
 Andrews, S. M., Supt. of Schools, Walsenburg
 Arnold, Leta, 2103 S. High St., Denver 10
 Asfahl, W. D., 965 S. University, Denver 9
 Bartwell, Carl E., 1867 S. Gilpin St., Denver 10
 Baulesh, Robert, Hinsdale School, Pueblo
 Bean, Mrs. Winifred Rose, 445 E. 13th Ave., Denver 3
 Beardsley, Inez, Airline Apt. 17, Greeley
 Beattie, G. H., Rt. 2, Box 55, Ft. Lupton
 Bennett, Aubrey T., 2223 Kearney, Denver 7
 *Bergner, Merton, Hillcrest Manor, Grand Junction
 Berryman, Eleanor, 906 Grand, Grand Junction
 Besse, Mrs. Hilda, 337 Gunnison Ave., Grand Junction
 Biddick, Mildred, 1561 S. Emerson St., Denver
 Braun, Julia, Lincoln School, Pueblo
 †Brown, Ethel L., Ivywild School, Colorado Springs

Bruns, Mrs. Mary J., 2357 Dexter St., Denver 7
 Burger, Orville B., Grade School, Ault
 Burley, Laurence C., Central Platoon School, Brush
 Bush, Norris, 1074 S. Franklin St., Denver 9
 Cochran, John W., Erkenbeck School, Johnstown
 Coffell, Agnes, Elementary School, Windsor
 Coleman, Mrs. Geneva E., Dir. of Elem. Educ., Junior High School Bldg., Ft. Collins
 Couey, Edna, 624 Tillotson Ave., Trinidad
 Cristiano, Victoria A., Strack School, Pueblo
 Crook, Leeta, La Porte Avenue School, Ft. Collins
 Crozier, Ruth, 402 S. Main St., Lamar
 Dalbey, Hazel R., 1411 12th Ave., Greeley
 Dalton, Ruth E., Aurora Elementary School, 16th & Florence, Aurora
 Davies, Bronwen, Santa Fe School, Trinidad
 Davis, Mrs. Frances, 3516 St. Paul St., Denver 5
 Davis, Robert L., Steele School, Colorado Springs
 Demmon, Irvin, Washington School, Boulder
 Doull, Frances R., 1250 Logan St., Denver 3
 Elliott, Marvyn D., Bessemer School, Pueblo
 Ellis, Douglas B., 1200 Newport St., Denver
 *Fitzpatrick, Jessie K., 936 Mapleton Ave., Boulder
 Fransen, Forest J., 27 Vrain, Denver 3
 Goldman, Rhythe R., 6100 Montview Blvd., Denver 7
 Gowans, Margaret, 220 E. Laurel St., Ft. Collins
 Hall, Dorothy M., 703 Polk St., Pueblo
 Hambrick, F. L., Colorado State College of Education, Greeley
 Hamilton, Dwight, Columbia School, Colorado Springs
 Harvey, Mrs. Robert, Elementary School, Idaho Springs
 Hayden, R. G., Johnstown
 Hays, Mrs. Catherine D., 1000 S. Steele St., Denver
 **Hellstern, Edna, 323 Polk St., Pueblo
 Henry, Edith M., 700 Cherry, Denver 7
 Herrington, Eugene H., Exec. Com., Dept. of Elem. School Prin., Natl. Educ. Assn., 1301 Forest St., Denver
 *Hightower, Mrs. Nellie, 746 D St., Salida
 Hoffman, Kathryn E., 1706 Athens St., Boulder
 Holmes, Ethel, 2610 S. Sherman St., Denver 10
 Irish, Mrs. Jean, Washington School, Ft. Collins
 Jacobs, Clara M., Jordan Apt. B-9, Pueblo
 Johnson, C. T., Fountain School, Pueblo
 Kearns, Mary B., Central School, Monte Vista
 Kircher, Mary C., 1439 Detroit St., Denver 6
 Kirk, Paul L., Asst. Supt., Dist. 60, 119 Colorado Ave., Pueblo
 Kroenke, Richard G., Grade School, Littleton
 Larson, Ruth, 1104 N. 12th St., Grand Junction
 †Lind, Nellie V., Washington Park School, Denver 10
 Lindsay, Mrs. Reba, Columbian School, Trinidad
 Lindsey, Mona, 208 Ash St., Yuma
 Lines, Gene, 832 Berkeley, Pueblo
 Lyle, Eugene F., Carlisle School, Pueblo
 MacFarlane, Hazel M., Park View School, Pueblo
 Malins, Edith S., 2265 Forest St., Denver 7
 Martin, John, 1445 N. Seventh St., Grand Junction
 Martz, A. J., 3030 E. 17th Ave., Denver 6
 Matthiesen, F. H., Bristol School, Colorado Springs
 McCoy, Minnie, 1089 S. Ogden St., Denver 9
 McKay, Mrs. Edna A., Lincoln School, Ft. Morgan

LIST OF MEMBERS

(Connecticut) 265

McPherron, Wilfred I., 215 S. Maple, Trinidad
 McPhetres, M. A., 1638 Ninth St., Boulder
 Miles, Helen E., 1555 Glencoe St., Denver 7
 Miller, Eugene, Columbian School, Los Animas
 *Morgan, Kathryn J., 1101 N. Corona, Colorado Springs
 Morton, Max D., 3002 Morris St., Pueblo
 Nicholson, Harry, Mitchell School, Denver
 Noce, Lillian, 3726 Valjejo St., Denver 11
 *O'Dea, Margaret, 220 E. Laurel St., Ft. Collins
 Oetting, Franklin H., Somerlid School, Pueblo
 Patton, Mrs. Cleo, Box 405, Manzanola
 Paul, Earl A., 936 S. Elizabeth St., Denver 9
 Place, Albert, 941 Fillmore St., Denver 6
 Peck, Mrs. Genevieve S., 736 Race St., Denver
 Peter, Robert C., Box 265, Ft. Lupton
 Peterson, Carrie M., 75 S. Emerson St., Denver 9
 Queree, Pearl, 2914 W. 29th Ave., Denver
 Ragsdale, R. H., Helen Hunt School, Colorado Springs
 Reiva, James T., 614 Ogden St., Denver
 Rishel, John B., 1390 S. Josephine St., Denver
 *Robb, J. G., Central School, Ft. Morgan
 Scharton, Leo G., Keating Junior High School, Pueblo
 Schumann, Roy, Rt. 1, Grand Junction
 *Scott, F. F., Park School, La Junta
 *Scott, Wilma M., 1717 Tenth Ave., Greeley
 Slaven, Leon E., 1315 Grape St., Denver
 Sprague, Mrs. Lillie E., 1375 Lincoln, Denver
 Standefer, Roger F., 611 Gaylord, Pueblo
 Stevens, Manley H., Franklin School, Sterling
 Stone, Edythe L., Harris School, Ft. Collins
 *Storey, Mrs. Ethel M., 111 W. Walnut, Lamar
 Sweet, Mayme A., Mitchell School, Denver 5
 Taylor, Laura Andrews, Riverside School, Pueblo
 Turner, Anis, 727 Glenwood, Grand Junction
 *Turney, Edna, Sargent School, Monte Vista
 Ulmeyer, Richard W., 2050 Leyden St., Denver
 Vikan, Walter L., Supt. of Schools, Brighton
 Williamson, C. H., Laurel Street School, Ft. Collins
 Wills, William W., 543 S. Vine, Denver 9
 Winkler, Pauline, 24th Street School, Denver
 Wolf, George H., 335 Gunnison, Grand Junction
 Yardley, Hattie F., Box 519, Greeley
 Yordy, Alvin R., 130 S. Lafayette, Denver 9

CONNECTICUT

Adams, Dorothy R., Long Lots Rd., Westport
 Ahlquist, Harold C., Garden School, Stratford
 Anderson, May F., 396 Main St., Norwalk
 Ayres, Alice M., 210 N. Oxford St., Hartford 5
 Banks, Elizabeth V., 2477 Bronson Rd., Fairfield
 Barrows, Mildred K., 162 Francis St., New Britain
 Baumgardt, Maude, Wintergreen Ave., Hamden
 Beecholz, Mathilda A., Warner School, Woodbridge 15
 Bernhardt, Mabel A., Booth Free School, Roxbury
 Bestuck, Grace V., 227 Wells St., Bridgeport
 Blackmer, Victor A., 64 North St., Danbury
 Blaha, Dr. M. Jay, University of Connecticut, Storrs
 Boyhan, Justine M., 827 Elm St., New Haven 11
 Brennan, Joan H., 19 Marvel Rd., New Haven 15
 *Brennan, Katharine A., 182 Lloyd St., New Haven 13
 Bridgett, Alice E., 654 N. Colony Rd., Wallingford

Brown, Catherine B., Longfellow School, Bridgeport 5
 Brown, Helen F., 80 Wheeler St., Winsted
 Brown, Stephen W., 151 Broad St., Stamford
 Bruce, Anna M., Berlin
 Burch, Paul, Lakeville
 Burns, Constance, 86 Fourth St., Bridgeport
 Butler, A. Louise, 84 Euclid Ave., Waterbury 30
 Carrigan, May V., 458 Washington Ave., West Haven 16
 Carrington, Ralph W., 59 Bonair Ave., Waterbury
 Carroll, Elizabeth, Helen Street School, Hamden 14
 Casper, Mabel B., Colonial Park School, West Haven 16
 Chapman, Mrs. Esther, Hicks Memorial School, Tolland
 Clancy, Harriette F., 54 Westland St., Hartford
 *Clarke, Minnie B., Burrill School, New Britain
 *Collins, May H., 46 Alger Pl., New London
 Condon, Anna A., 74 Garden St., Stamford
 Condon, Mrs. Hazel M., Middlefield School, Middlefield
 Congdon, Mary E., 221 Woodlawn Ter., Waterbury
 Cooper, J. Louis, University of Connecticut, Storrs
 Cotter, Hazel A., 33 Avon St., New Haven
 Creamer, Dorothy, 67 Pythian Ave., Torrington
 Cullen, Mae T., Rubber Avenue School, Naugatuck
 Curran, Katherine H., 162 Bunker Ave., Meriden
 Darrow, Mrs. Harriet L., Main St., Westport
 DeMar, Mrs. Alice J., 40 High St., South Glastonbury
 Denmons, Mrs. Vincenza P., 63 Clark St., New Haven 11
 Desmond, D. Giles, Box 94, Tariffville
 Donadio, Rose, Brushy Plain, Branford
 Donohue, Elizabeth, Columbus School, South Norwalk
 Donovan, Anna C., 32 Girard Ave., Hartford 5
 Donovan, C. G., Macdonough School, Middletown
 Doran, Gertrude A., Dept. of Educ., Waterbury
 Dorsey, Margaret M., 95 Harmony St., Bridgeport
 Doyle, Ernest J., Center School, Bloomfield
 Driscoll, Ann, Jewett City
 Dubay, Modeste E., 72 East St., Rockville
 Eames, Butler M., Dwight School, Hartford 6
 Egan, Helen T., Anderson School, Waterbury 42
 Elliott, Clarence H., 138 Larrabee St., East Hartford
 Embhof, Mrs. Margaret J., 59 Burr St., West Hartford 7
 Fagan, Anna E., Bd. of Educ. Office, Waterbury 22
 Fallows, Mary E., Grove Street School, East Berlin
 Fanning, Mary A., Washington Rd., Woodbury
 Farrington, Ervin S., South Avenue School, New Canaan
 Feldman, Doris V., Newhall Street School, Hamden
 Fenton, Julia, Roosevelt School, Bridgeport 4
 Ferguson, Mrs. Martha F., Hartford Tpke., North Haven
 Finnegan, Joseph L., 66 Trumbull St., New Haven
 Finnigan, Alice R., 516 Orange St., New Haven 11
 Fisher, Royal O., Box 1, Moodus
 Fitzpatrick, Loretto, 809. Highland Ave., Waterbury 44
 Fitz Simons, Margaret, Roger Sherman School, 765 Elm St., New Haven

- Foberg, Ann V., 43 Harrison St., New Britain
 Franchina, Joseph J., Jr., Rice School, Stamford
 Freeman, Edward S., 34 Powell Pl., Stamford
 French, Harold R., Jennings School, Bristol
 Furey, Marguerite E., Sarah Rawson School, 260 Holcomb St., Hartford
 Gallagher, Grace H., 1069 Wells Pl., Stratford
 Garber, M. Delott, New Park Avenue School, Hartford 6
 Goebel, Martha, Newfield School, Bridgeport
 Goodfield, Alvin G., The Hill School, Redding
 *Gough, Leighton B., Box 33, Lebanon
 Granstrom, Esther, Green School, Manchester
 Gray, Caro M., 60 High St., Bristol
 Greenman, Gladys M., 137 Mason St., Greenwich
 Griffin, Frances, 49 Hemingway Park Rd., Watertown
 Grimes, Josephine, 405 Main St., West Haven 16
 Haggerty, Earl J., Brookside Manor, Broad Brook
 Hart, Harry T., 72 St. George Ave., Stamford
 Hazeltine, Rheta Hall, Glen Parkway School, Hamden
 Hicock, Mrs. H. W., Humiston School, Cheshire
 Holm, Elvira E., Mt. Carmel School, Hamden
 Holroyd, Ida G., 33 Dora Circle, Bridgeport 4
 Horberg, Mrs. William, Boulder Ridge, Rt. 3, Danbury
 Huenerberg, Laura B., McKinley School, Bridgeport 7
 Idelman, Hillis K., Supt. of Schools, East Hartford
 Jackson, Agnes, Hop Brook School, Naugatuck
 Johnson, Abel E., Smalley School, New Britain
 *Jourd'an, Caroline C., 102 W. Main St., Branford
 Judd, Edwin B., 422 Farmington Ave., Hartford 5
 Judge, Sister Mary Edmund, St. Patrick's Convent, 267 Franklin St., New Haven 11
 Kelley, Maude S., 273 Sherman Ave., New Haven 9
 Kelly, Nora A., Summerfield School, Bridgeport 8
 Kenney, Anna V., 125 Maple St., New Haven
 Kirtland, Elizabeth E., Box 200, Yalesville
 Kleiner, Leah R., 288 Willow St., New Haven 11
 Kotler, Rose G., Barnum School, Bridgeport
 Kunkel, Marie J., 79 Ridgefield Ave., Waterbury 54
 Lahey, Margaret M., Second North School, East Hartford
 Laing, Anna M., Franklin School, 263 Nichols St., Bridgeport 8
 Lake, Mildred I., Noah Webster School, 5 Cone St., Hartford 5
 Leary, Mrs. Dorothy L., Greens Farms School, Westport
 Leonard, Victor E., Pleasant Valley School, Groton
 Letts, Malcolm A., Sup. Prin., Middlebury
 Locke, Myrtle H., Ivoryton
 Lyon, Louisabelle, Stratfield School, Fairfield
 Lyons, John H., Box 142, Thompsonville
 Mackinnon, Eleanor B., Vance School, New Britain
 *Malcolm, Elizabeth R., 181 Blake St., New Haven
 Mallon, Jane, Washington School, Bridgeport 4
 Mann, Geraldine, Center School, Wilton
 Markscheffel, George F., Old Greenwich School, Old Greenwich
 Martin, Althea, 31 Harrison St., New Britain
 McCall, Harold, Vine Road, Springdale
 McCartin, John J., Wapping School, Wapping
 McDermott, Millicent R., Nathan Hale School, New Haven 13
 McDonnell, Julia M., Southwest School, Torrington
 McLoughlin, Anna E., Benton School, New Haven 15
 McMahon, Mary M., Forbes School, Torrington
 McNeerney, Mary, Maple Street School, Seymour
 McTernan, John W., 132 Ocean Ave., New London
 Mendel, Augusta, Sheridan School, Bridgeport 6
 Metting, Rose, 126 E. Pearl St., Torrington
 Michelson, Mrs. Ethelyn, 100 Eaton St., Bridgeport
 Miller, Mrs. Ethel H., Baker School, Darien
 Mooney, Mary J., 784 Elm St., New Haven 11
 *Moroney, Helen G., Salem School, Naugatuck
 Mulvey, Theresa, Grammar School, Westbrook
 Murphy, Jane A., Elm Street School, Stamford
 Murphy, Katherine T., 34 Suburban Ave., Stamford
 *Murphy, Mary E., Nathan Hale School, Fairfield
 Murray, Jane E., 48 South St., Waterbury
 Newbury, Gladys B., 168 Laurel Hill Ave., Norwich
 Nielsen, Esther L., 75 Haddon St., Bridgeport
 O'Brien, Ruth, 40 Trinity St., New Britain
 O'Hara, Charles J., 737 Edgewood Ave., New Haven 15
 O'Hara, Dr. James L., Supt. of Schools, Derby
 O'Loughlin, Florence, 24 Carroll Ct., Naugatuck
 Pascale, Mrs. Mollie M., Columbus School, New Haven
 Patterson, Helen L., West Avenue School, South Norwalk
 *Pearson, Mrs. Isabelle M., Riverton Rd., Winston
 Pease, Eva B., 6 Concord St., West Hartford
 Penrose, E. Hazel, Oak Street School, Naugatuck
 Privels, Albert A., 237 Blake St., New Haven
 Porter, P. G., Patterson School, Bristol
 Preusser, Helen E., Fitch School, East Norwalk
 Putnam, Elmore K., Center School, Rocky Hill
 Rakieten, Helen, 808 Elm St., New Haven
 *Ramsdell, Raymond E., Maple Street School, Rockville
 Rattelsdorfer, Bessie J., Woolsey School, New Haven 13
 Reilly, John C., Box 182, Willimantic
 Reynolds, Martha E., 12 Ann St., Norwich
 †Richards, Dr. R. Heber, Supvr. Elem. Educ., Teachers College of Connecticut, New Britain
 Rickard, Anna E., 361 Brooklawn Ave., Bridgeport 5
 Rigney, Sadie F., 70 Linden St., Waterbury 1
 Robb, Ethel M., Buckland School, Buckland
 Robinson, Pauline E., 281 N. Washington Ave., Bridgeport 4
 Rock, Margaret M., Nathan Hale School, Bridgeport 4
 Sansone, Josephine, 96 Marvel Rd., New Haven
 Satterlee, O. Ward, Elementary School, Old Greenwich
 Schumann, Lezzett, Sherman School, Fairfield
 Seekamp, Carla M., Box 283, Wallingford
 Seeley, Lila J., Grasmere School, Fairfield
 Sheridan, Bessie M., 189 Williams St., New London
 Sherman, Esther, Hallen School, Bridgeport
 Shields, Mary E., Greenville School, Norwich
 Simpkins, Robert J., Hendrie Avenue School, Riverside
 Sistare, Grace M., Winthrop School, New London
 Skehan, Anna M., 81 Waterville St., Waterbury 76
 Smith, Florence E., Seymour School, West Hartford

LIST OF MEMBERS

Smith, Frances R., 416 Winthrop Ave., New Haven 11
 Smith, Minnie H., 201 Center St., West Haven 16
 Smolensky, Zenia, 90 Ivy St., Branford
 Spino, Mrs S L., 12 Waite St., Hamden 14
 Stanton, Lura W., 62 Bunker Hill Ave., Waterbury 37
 Steele, Julia M., 45 Holbrook St., Ansonia
 Steele, Sister Mary Coletta, 75 Highland St., New Haven 5
 Steele, Sarah M., 64 Filbert St., New Haven 14
 Steucke, Regina, 317 Fairmont Ter., Bridgeport
 Stevens, Ralph S., Bailey Ave., Yalesville
 Sturke, Robert C., Grammar School, Essex
 Tansey, Cecilia M., 40 Perkins St., New Haven 13
 Thatcher, Florence M., 1115 Chapel St., New Haven 11
 Thibadeau, Charles R., 151 Broad St., Stamford
 Thompson, Audrey M., Hindley School, Darien
 Torrant, Anne V., 10 Canal St., Plainville
 Troy, Lulu, McKinley School, Fairfield
 Umberger, Willis H., Supt. of Schools, Old Lyme
 Vogel, Edith, Jefferson School, Norwalk
 Wakeley, Mildred A., Center School, North Haven
 Wallace, Mrs Elizabeth K., Edwards Street School, New Haven
 Welsh, May, 625 Orange St., New Haven 11
 Wesolowski, John C., 360 Humphrey St., New Haven 11
 Wexler, Isadore, 726 Elm St., New Haven
 White, Mary M., 35 Davis St., New Haven 15
 Wilbur, George Henry, 46 Church St., Newington
 Williams, Lillian A., Holland Hill School, Fairfield
 Williamson, Mildred, 342 Thames St., Groton
 Young, Augustus W., Box 455, Forestville

DELAWARE

Adams, Courtney J., Elbert School, Wilmington
 Burns, Ethelyn, Elementary School, Rehoboth Beach
 Dehan, Mary J., 814 N. Jackson St., Wilmington 32
 Dennison, Mary C., 1106 Jefferson St., Wilmington 9
 Dredgen, George E., Box 362, Bridgeville
 *Dugan, Mrs Elva M., 1309 W Eighth St., Wilmington 32
 Edwards, Mrs Sophie J., 1510 W Sixth St., Wilmington 163
 Goslee, Charles N., 111 Coleman Ave., Lewes
 Holberg, Dorothy E., Alexis I. DuPont School, Wilmington
 Jones, Allen L., Rose Hill School, New Castle
 Keller, Earl R., Oak Grove School, Elamere 182
 Lechrone, Ellis K., Supt. of Schools, Middletown
 Neagley, Ross L., Supt., Mt Pleasant School Dist., Wilmington 280
 Nichols, J. Herbert, N E Sixth St., Milford
 Ratledge, A. Katherine, Townsend
 Riffin, M. Grace, 437 S. Union St., Wilmington 129
 Shields, R. A., Supt. of Schools, Lewes
 Stahl, H. E., Supt. of Schools, Claymont
 Vansant, Joseph A., Supt. of Schools, Rehoboth Special School Dist., Rehoboth Beach

DISTRICT OF COLUMBIA

Albert, Mrs L C., 3121 Sherman Ave., N W, Washington 10

(District of Columbia) 267

Alphin, Mrs. Ida Z., 2228 N St., N.W., Washington 7
 Andrews, Elizabeth, 1458 Columbia Rd., N W, Washington 9
 Armes, Mrs. Ella D., Benning School, Minnesota Ave. and Benning Rd., N E, Washington
 Baker, Mae T., 1225 Fairmont St., N W, Washington 9
 Ballenger, Lou E., 1801 16th St., N W, Washington 9
 †Barnett, Dr Glenn E., Asst Sec'y, Educ. Pol. Commission, Natl Educ. Assn., 421 Allies Rd., Washington 20
 Bishop, Mrs Angella B., 1903 15th St., N W, Washington 9
 †Booker, Dr Ivan A., Asst Dir., Research Div., Natl. Educ. Assn., 1201 16th St., N.W., Washington 6
 Bowes, Mrs. Fern, West School, Farragut St., Washington 11
 Bricker, Kathryn M., 4704 Overbrook Rd., Washington 16
 Brown, Mrs. Maude K., 409 Hobart Pl., N W, Washington 1
 Browne, Mrs Edna S., 1316 Girard St., N.W., Washington 9
 Bush, Grace, 922 F St., N E, Washington 2
 Callas, Eliza, 5507 Fourth St., N W, Washington 11
 Christie, Mrs Mary E., 1439 Spring Rd., N W, Washington 10
 Clark, Eugene A., Miner Teachers College, Georgia Ave. and Euclid, N W, Washington 1
 Conway, Mrs Marguerite S., Brent Dent School, Third and D Sts., S.E., Washington
 Cook, Mrs Dorothea A., 3060 16th St., N W, Washington 9
 Cornell, Mrs Florence N., John Quincy Adams School, Washington 9
 Cramer, Mrs Bessie Wood, Wheatley School, Montello Ave. and Neal St., N E, Washington 2
 Crook, Anna M., Bryan School, 13th and B St., S E, Washington 3
 Crook, Ella M., Wallach School, Eighth & Pennsylvania, S E, Washington 3
 Davis, Dr. Mary Dabney, Senior Specialist, Nursery-Kdgn.-Primary Educ., U S Office of Educ. Tempo "M" Bldg., 26th and Water Sts., N. W., Washington 25
 Duck, Ruth E., Hyde School, 32nd and O Sts., N W, Washington 7
 Dore, Bernadette L., 2725 31st St., N. W., Washington 8
 †Eaves, Dr Robert W., Sec'y, Natl. Com. on Safety Educ., Natl. Educ. Assn., 4204 46th St., N. W, Washington 16
 †Edwards, Edward J., Jr., 5225 Blaine St., N. E, Washington 19
 Elam, Mrs Alice M., Bundy School, 429 O St., N. W., Washington
 Elreda, Sister Mary, S.N.D., C. U. Campus School, 920 Varnum St., N. E, Washington 17
 Ewers, Alys H., 3708 Jocelyn St., N W., Washington
 †Finlayson, Mrs. Alice B., 654 Girard St., N. W, Washington 1
 Fryer, Thelma E., Keene-Rudolph School, Blair and Riggs Rds., N. E, Washington 11
 Givens, Dr Willard E., Exec. Sec'y, Natl. Educ. Assn., 4329 Blagden Ave., N. W., Washington 11
 Goodykoontz, Dr. Bess, Dir. Div. of Elem. Educ., U S Office of Educ., Washington 25
 Gray, Robert R., 5801 Sheriff Rd., N E, Washington 19
 Green, Elsie E., Whittier School, Fifth and Sheridan Sts., N W, Washington 11

Green, Mrs. Rosetta B., 1020 Seventh St., N. E., Washington 2
 Haas, Mrs. Frances, 7615 Eastern Ave., Washington 12
 Hardesty, Leila V., District Heights School, 801 County Rd., Washington 19
 Henderson, Mary A., 2412 Observatory Pl., N. W., Washington 7
 Hickman, Clara, Hardy School, Foxhall Rd. and Q St., N. W., Washington 7
 Hiscox, Nell Fremont, 1820 Upshur St., N. E., Washington 18
 †Hubbard, Dr. Frank W., Dir. Research Div., Natl. Educ. Assn., 1201 16th St., N. W., Washington 6
 Hughes, Mrs. Louise R., 2310 Connecticut Ave., N. W., Washington 8
 Hunton, Mrs. Evelyn L., 1222 Kenyon St., N. W., Washington 10
 Hutchins, Dr. Clayton D., 3680 38th St., N. W., Washington 16
 Kyle, May T., 2129 32nd St., S. E., Washington 20
 Lacy, Bessie K., Petworth School, Eighth and Shepherd Sts., N. W., Washington 11
 Lindahl, Frances T., 708 Kennedy St., N. W., Washington 11
 Little, Dr. Ruth Coyner, Asst. Editor, *Journal of Natl. Educ. Assn.*, 1201 16th St., N. W., Washington 6
 Lockwood, Margaret M., Horace Mann School, Newark and 45th Sts., N. W., Washington 16
 Mackintosh, Dr. Helen K., Specialist in Upper Grades, Div. of Elem. Educ., U. S. Office of Educ., Washington 25
 Malone, Mrs. L. S., 654 Guard St., N. W., Washington 1
 McMurdock, Mrs. Bertha J., 1250 Irving St., N. E., Washington 17
 McNamara, Mrs. Hazel G., Westbrook School, Baltimore Ave. and Allen Rd., Washington 16
 Moore, Margaret, Blair Hayes School, Sixth and I Sts., N. E., Washington 2
 Myers, Edwin C., Syphax School, Half and N Sts., S. W., Washington
 †Newcomb, Laurence C., 4417 Garfield St., N. W., Washington 7
 O'Hara, Elizabeth, 5407 32nd St., N. W., Washington 15
 Painter, Florence M., 5411 Nebraska Ave., N. W., Washington
 Patterson, Margaret K., Fillmore-Hearst School, 37th and Tilden Sts., N. W., Washington
 Payne, John C., 654 L St., N. E., Washington
 Perry, Mrs. Louise H., 1804 Bay St., S. E., Washington 3
 Petty, Mrs. Mary A., 507 Quackenbos St., N. W., Washington 11
 †Pinkston, Eva G., Exec. Sec'y, Dept. of Elem. School Prin., Natl. Educ. Assn., 1201 16th St., N. W., Washington 6
 Pitts, Dr. Clara L., 1705 Kenyon St., Washington 10
 Ramey, Elizabeth M., Peabody School, Fifth and C Sts., N. E., Washington 2
 *Roby, Mrs. Maud F., Shepherd School, 14th and Kalmia Rd., Washington 12
 Samuelson, Dr. Agnes, Asst. Editor, *Journal of Natl. Educ. Assn.*, 1201 16th St., N. W., Washington 6
 Savoy, A. Kiger, Franklin Admin Bldg., 13th and K Sts., N. W., Washington 5
 Savoy, Mrs. Ruth Gordon, 1834 Vernon St., N. W., Washington 9
 Schaeffer, Mrs. C. J., Ketcham School, 15th and U Sts., S. E., Washington
 Schoolfield, Lucile D., 2901 Connecticut Ave., Washington 8
 †Shankland, S. D., 2830 Rittenhouse St., N. W., Washington 15
 Shugrue, Mrs. Alma M., Kingsman School, 14th and E Sts., N. E., Washington 2

Smith, Mrs. Josephine C., 1948 Second St., N. W., Washington
 Steinle, Marie K., Brightwood School, 13th and Nicholson Sts., Washington 11
 Stohman, M. Helen, 4701 Connecticut Ave., Washington 8
 Taliaferro, Julia C., Blow School, 19th and Benning Rd., N. E., Washington
 Timberlake, Josephine B., 1537 35th St., N. W., Washington 7
 Tripp, Dorothy L., Langdon School, 20th and Franklin Sts., N. E., Washington
 Trusheim, Eva M., Congress Heights School, Fifth St. and Nichols Ave., S. E., Washington 20
 Wakeman, Mrs. Laura J., 4817 46th St., N. W., Washington 16
 Wallace, Florence C., 1810 Randolph St., N. E., Washington 18
 Weller, Clara B., 5880 Allentown Rd., S. E., Washington 20
 Werner, Mrs. Myrtle King, 501 E. Capitol St., S. E., Washington
 Whitlock, Sarah O., 3945 Connecticut Ave., Washington 8
 Wiler, Jessie E., 113 Seventh St., S. E., Washington 3
 Williams, Edith M., 5703 14th St., N. W., Washington 11
 Winston, Mrs. Martha, 2670 11th St., N. W., Washington 9

FLORIDA

Adams, Anna Lee, Box 667, Sebring
 Anderson, Annie Laurie, 1145 15th Ave. S., St. Petersburg 7
 Anderson, Edith, 214 S. New York Ave., Lakeland
 Armstrong, Lillian, Palm View School, Palmetto
 Ashmore, M. L., Sup. Prin., Bonifay
 Ashmore, Wayne V., Caroline Brevard School, Tallahassee
 Bailey, Frances, 635 40th Ave. S., St. Petersburg
 Bainum, Mary I., 125 24th Ave. S. E., St. Petersburg
 Bandy, Gertie Minta, Central School, Haines City
 Barclay, Mrs. Helen, Rt. 1, Box 285, Lake Worth
 Barnes, Miss Johnnie M., Rt. C, Box 144, Marianna
 Batten, Camilla Louise, Box 23, Penney Farms
 Beal, Beulah, 1940 Silver St., Jacksonville
 Bearman, Annie, 1668 Osceola St., Jacksonville 4
 *Belcher, Frances, North Ward School, Clearwater
 Benson, Olga D., 1538 S. W. Sixth St., Miami 37
 Blalock, Katherine, Box 162, Lake Hamilton
 Blanton, Mrs. Chloe Ann, Lake City
 Boss, James F., Howard Academy, Box 43, Ocala
 Bradley, Harry M., Faulkner Street School, New Smyrna Beach
 Brelsford, Mrs. Charlotte M., 2101 University Dr., Orlando
 Brewster, Dempsey, The Palms, DeLand
 Bridges, Mrs. O. L., Cove School, Panama City
 Brock, Mrs. Jessie N., Winter Garden
 Brogdon, Nettie E., 605 Ocean St., Jacksonville 2
 Brooks, Mrs. Alma F., 1531 N. W. First Pl., Miami 36
 Brown, Mrs. Grace B., Mandarin
 Brown, Louise, 813 S. E. Second Ct., Ft. Lauderdale
 Prown, Fae R., 836 Cohasset Ave., Lake Wales
 Buchholz, Albert, Cuesta School, Tampa

- Bulloch, Pearl, Edison Park School, Ft. Myers
 Byrnes, Mrs. Lorraine G., 228 N.W. Tenth Ave., Miami
 Cameron, Mag. Audrey, Box 597, Ocala
 Campbell, Gladys, 1152 35th Ave. N., St. Petersburg
 Capron, Mrs. Clara H., 218 Westminster Rd., West Palm Beach
 Carey, Albert H., 59-2 Poinciana Pl., Key West
 Carlton, Mrs. Hazel, Knights
 Carothers, Mrs. Frances, Box 16, Ruskin
 Case, Dorothy L., Box 25, 22nd St. Sta., St. Petersburg
 Cathcart, Jessie N., Wauchula
 Charles, William L., 1439 Talbot Ave., Jacksonville 5
 Christian, Mary R., 347 Seaview Ave., Daytona Beach
 Clarke, Mrs. Myrtice, 207 Walker St., Plant City
 Claville, Mrs. I. G., Star Rt. C, Ft. Myers
 Cobbs, Mrs. Gretchen J., Curtis School, Clearwater
 Coley, Sadie, Box 2063, E. Hill Sta., Pensacola
 Compton, Mrs. Ruth W., 516 N. Summerlin, Orlando
 Cone, Mrs. Elizabeth, 3008 Morgan St., Tampa 5
 Cook, G. T., 820 N. Grove St., Gainesville
 Cooke, Nellie E., 123 E First St., Jacksonville
 Cornwright, Ethel M., Marks Street School, Orlando
 Cox, Mrs. Estelle C., 253 14th Ave N.E., St. Petersburg
 Coyne, Mrs. Evelyn C., 2629 S W Eighth St., Miami 35
 Crawford, Mrs. W. H., 1602 N Ninth Ave., Pensacola
 Crenshaw, Mrs. Lillian D., East Side School, Ft. Lauderdale
 Culver, Mrs. Lola M., 1835 Silver St., Jacksonville 6
 Cunningham, Mrs. Hannah, Kenly Elem School, Tampa
 Curdin, Thena R., Bethune School, Miami 37
 Daughtrey, Mrs. Blanche H., Ballard School, Bradenton
 Deal, Mrs. Ruth M., 947 Tangerine Ave S., St. Petersburg
 †Dean, Katie, 412 S.W. Fifth Ave., Miami 36
 Delaney, Mrs. Elsie, Riverside School, Miami
 Dieffenwierth, Julia, 5651 36th St. N., St. Petersburg
 †Dowdell, Susan, Macfarlane Park School, Tampa
 Drayer, Erma, Spring Park School, Jacksonville
 Durrance, C. L., West Central School, Orlando
 Edwards, Grace B., Phyllis Wheatley School, Miami 36
 Elkins, Mrs. Annice Davis, Box 350, Kissimmee
 Elliott, Hazel V., Box 134, Haines City
 Emery, Harold S., South Bay School, South Bay
 Engel, Mrs. Mae, North Ridgewood School, Daytona Beach
 †Erwin, Mrs. Edna B., 812 S. Oregon, Tampa 6
 Espy, Mrs. Elizabeth M., General Delivery, Perrine
 Farnsworth, Lucile, Rt. 4, Box 265, Plant City
 Fisackerly, Mrs. Hester, 3200 St Augustine Rd., Jacksonville 7
 †Fischer, Mrs. Frances, Gary School, Tampa 5
 Fogarty, Mrs. Vera R., 1111 11th St. N., St. Petersburg
 Ford, Charlotte L., Bethune-Cookman College, Daytona Beach
 Foster, Gladys, 675 N 15th Ave., Pensacola
 Fowler, W. E., Harris School, Key West
 Franklin, Mrs. Mary L., 620 N.E. 26th St., Miami
 Fugate, Mamie L., 545 Margaret Ct., Orlando
 Furr, Mrs. Era Mae, 725 S.W. Sixth St., Miami
 Gabriel, Dorothy P., Ft. Meade
 Geiger, Dr. Albert J., High School, Fifth Ave and 25th St N., St. Petersburg 6
 Gill, Mrs. Alese, 2028 N.W. Fourth Ct., Miami 36
 Glass, Nelson S., Elementary School, Winter Park
 Gleason, Mrs. Edna W., 538 N Summerlin St., Orlando
 Goulding, R. L., Florida State College, for Women, Tallahassee
 †Gray, Mrs. Florence, 715 Louisiana Ave., Tampa 3
 Gray, Mrs. Mary Lou, 5737 Tangerine Ave. S., St. Petersburg 7
 Green, Mrs. Louise, 3444 Dartmouth Ave. N., St. Petersburg
 Gwin, Lillian, 2818 Nebraska Ave., Tampa
 Gulliver, Mrs. Bertha B., Delaney Street School, Orlando
 Hager, Mabel, Samoset School, Bradenton
 Hall, Mrs. Eunice, Brownsville School, Pensacola
 Hamilton, Cecil, 1917½ Larchmont St., Ft. Myers
 Hamilton, Mrs. Eva B., 2917 E. Lake Ave., Tampa 5
 Hanft, Mrs. Elise H., Annie Lytle School, Jacksonville 4
 †Hartman, Mrs. Anne, 4210 Barcelona Ave., Tampa 6
 Hartman, Emma, 1102 E. Gadsden St., Pensacola
 Hatchett, Mrs. Marguerite W., 1216 22nd Ave., Hollywood
 Hayes, Mrs. Lora Belle, 2206 Park Ave., Ft. Myers
 Helms, Mrs. Mildred, 719 First Ave. S.W., Largo
 †Hodges, Mrs. Edna F., 1010 Coral St., Tampa 3
 Hodges, Mrs. Kate E., 624 W. Emma St., Lakeland
 †Holt, Mrs. Sara Alice, Jackson School, Tampa
 Hough, Mrs. Lillian P., 122 W. Wisconsin Ave., DeLand
 Houston, Mrs. E. E., Bryant
 Hughes, Florence L., 816 Oak St., Jacksonville 4
 Hurston, Mrs. Alma J., 600 Celery Ave., Sanford
 Huskey, D. C., Box 509, Ft. Pierce
 †Ingram, Mrs. Lucille, Jackson Heights School, Tampa 5
 Jackson, Leroy B., 241 Chelsea St., Jacksonville 4
 Jacobs, Mrs. Edna, 13½ S E Sixth St., Ft. Lauderdale
 Jacobs, Mrs. Hazel C., Concord Park School, Orlando
 Johnson, Mrs. Ruby, 1274 King St., Jacksonville
 Jones, A. Quinn, Lincoln School, Gainesville
 Jones, D. T., Jewett Elementary School, Box F, Florence Villa
 Jordan, Mrs. Winona Webb, Belvedere School, West Palm Beach
 Keller, William E., High School, Everglades
 †Kelley, Mrs. Ethel W., Rt. 4, Box 1359, Tampa 7
 Kelso, Mabel M., 111 17th Ave. S., St. Petersburg
 †Kent, Mrs. Mary L., 2802 Sitios St., Tampa 6
 King, Patti Batey, Box 1299, Ft. Lauderdale
 Kipp, Robert Earl, 713 Anderson St., Orlando
 Klett, Mrs. Charlotte, 937 S. Howard Ave., Tampa 6
 Langston, Thomas Hill, 6809 Wellington Ave., Tampa

- Lee, Carrie V., 324 Bay St., Tarpon Springs
 Lee, Mrs. Ora D., Box 711, Pahokee
 Leifeste, Mrs. Leola S., 2618 McGregor Blvd.,
 Ft. Myers
 Leto, Ateo P., Philip Shore School, Tampa
 Liningner, Mrs. Mary, 4244 Second Ave. N.,
 St. Petersburg
 Linton, Gary, Box 207, Safety Harbor
 Lockhart, J. W., Meacham School, Tampa 5
 Long, Evelyn E., 110 N. Mills St., Orlando
 Lord, Mrs. Annie B., 1808 Weber Ave., Or-
 lando
 MacEdwards, H. M., Box 327, Hollywood
 MacLeod, Mrs. Helen H., Sunshine School, Pass-
 a-Guille Beach
 Mandeville, Mrs. Lottie, 1330 Wilson Ave.,
 Warrington
 McAnallan, Mrs. Marie L., Lakewood School,
 St. Petersburg
 McAnally, Mrs. Selma, Box 172, Melbourne
 McAnulty, Mrs. Catherine C., 210 Sixth St.
 S.W., Winter Haven
 McCall, George, 3309 Post St., Jacksonville 5
 McCallister, Martha E., Box 73, Pinellas Park
 McCarty, E. E., Merrick Demonstration School,
 Coral Gables 34
 McClean, Annie H., 2736 Herschel St., Jack-
 sonville
 McClure, Mrs. Kathryn G., Box 696, Vero
 Beach
 McCuller, Mrs. Emma O., Box 376, Fernandina
 McCurdy, Charles M., Box 862, Belle Glade
 †McDonald, Bertha, 109 W. Shore Blvd.,
 Tampa 4
 McPherson, Mrs. Ruth A., 2401 N. Alabama,
 Gainesville
 McWhorter, Lucile, 4750 N.W. 22nd Ave.,
 Miami 37
 Miller, Mrs. Edna J., 207 28th Ave. N., St.
 Petersburg
 Miller, Mrs. Elsie M., 236 Seventh Ave. N.E.,
 St. Petersburg
 Miller, Jessie P., Ft. Pierce
 Milwee, R. F., Morrison School, Morrison
 Minchew, Dorothy S., Mayport
 Mitchell, Bruce, Rt. 1, Box 425, Lake Worth
 Mitchell, Mrs. Velma S., 1111 Magnolia Ave.,
 Sanford
 †Moon, Dr. Robert C., 812 Washington St.,
 Tallahassee
 Moore, Jean, La Belle
 Moore, Lucy M., Florida School for Deaf and
 Blind, St. Augustine
 Morris, Grace, 1208 Bay, Clearwater
 Morrison, Kathleen, 1805 N. 14th Ave., Pensa-
 cola
 Morse, Gladys, Elementary School, Perry
 Moseley, S. Meredith, Dillard High School, Ft.
 Lauderdale
 Mount, Onis, 2961 Selma St., Jacksonville 5
 Nash, Gladys, Rt. 1, Largo
 Neel, Mrs. Mildred A., Box 1510, R.R. 2, St.
 Petersburg
 Neighbors, Mrs. Annie W., Ortega School,
 Jacksonville 5
 Nelson, La Verne, 3003 Harbor View, Tampa 6
 Nelson, Mabel, 3003 Harbor View, Tampa 6
 Nippert, Helen E., 1014 Third St. N., St.
 Petersburg
 *Oliver, Dorothy M., 303 E. Central Ave.,
 Lake Wales
 Owen, Ray A., 1153 Miramar Ave., Jacksonville
 7
 Palethorpe, Iris, Box 1144, St. Augustine
 Patterson, Sue L., South Ridgewood School,
 Daytona Beach
 Perkins, W. R., Griffin Normal Institute, Box
 368, Tallahassee
 Pickens, Mrs. E. V., 1422 N. Davis St., Pensa-
 cola
 Pinkerton, Elizabeth B., 141 E. Hawthorn,
 Sarasota
 Pitts, Mabel D., Norwood School, Jacksonville
 6
 Plotts, H. H., 6100 N.W. Second Ave., Miami
 Plumb, Kathleen G., 718 Lakeview St., Clear-
 water
 Reid, Mrs. Clara, Box 344, Largo
 Remington, Mrs. Mattie, Box 58, Pinellas Park
 Remond, Dr. Benildes L., San Carlos School,
 Key West
 Richardson, Mrs. Myrtle W., Boston Avenue
 School, DeLand
 Riviere, Mrs. Daisy E., Ozona School, Palm
 Harbor
 Robinson, Mrs. Eliza S., Volusia Avenue
 School, Daytona Beach
 Rutledge, Mrs. Mary W., Box 284, Sarasota
 Sansbury, Kathleen, Lenox Avenue School,
 Daytona Beach
 Shuck, Iris O., Yowell School, Kissimmee
 Seabrooks, A. B., Florida A. and M. College,
 Tallahassee
 †Shaffner, Gertrude, 1636 S.W. 19th Ave.,
 Miami 35
 Shaver, Mrs. Edna M., 422 W. Effie St., Ar-
 cadia
 †Shaw, Mrs. Lassic, 5507 Branch Ave., Tampa
 Sheeley, Loran L., 1872 N.W. 47th St., Miami
 37
 Simmons, Helen, Box 547, Winter Haven
 Skeen, Mrs. Nelle C., Elementary School, Lees-
 burg
 Smith, Mrs. Clara Louise, 213 S.W. Ninth
 Ave., Ft. Lauderdale
 Smith, Clotilde B., 3445 N.W. 12th Ave.,
 Miami 37
 Snook, Julia W., Auburndale
 †Sommerkamp, Mozelle, Oak Park School,
 Tampa
 Spady, S.D., Box 425, Delray Beach
 Starr, Alice K., Dunedin
 Sterling, Natalie, Central School, St. Petersburg
 Stine, Margaret H., Box 1633, St. Petersburg 1
 Stoutamire, Winifred, Clearwater
 Swearingen, Olive, 1623 N. Seventh Ave.,
 Pensacola
 Sweat, Samuel D., 3912 San Luis St., Tampa 6
 Thompson, Mrs. Ina S., 111 Main St., De-
 Funiak Springs
 Thompson, M. Eloise, Palm Harbor
 Tucker, Mrs. Frances S., 238 Grand Ave.,
 Miami 33
 †Tucker, Mabel E., 244 79th St., Miami Beach
 Tyree, Mrs. Annie, Oldsmar
 Upson, Ruth N., 828 Oak St., Jacksonville
 Wakefield, Homer E., Box 208, Howey in the
 Hills
 †Wallace, Mrs. Florence, De Soto School,
 Tampa
 Warren, Elizabeth, Green Cove Springs
 Waters, Lucile M., Oakland Park
 Weatherly, Hazel, Buena Vista School, Miami
 Wells, Martha, Rt. 4, Box 487, Jacksonville 5
 Wheeler, J. A., Miramar School, Miami
 Wilcox, Mrs. Kathryn, South Ward School,
 Clearwater
 Williams, L. R., Box 1183, Cocoa
 Williams, P. E., Box 515, Wildwood
 Wilson, Gerald F., V. M. Ybor School, Tampa
 Wingate, Adna Quinn, Box 815, Bartow
 Wolverton, Mrs. Ethel G., 17 E. Brainard,
 Pensacola
 Yawn, Mrs. Maude J., Co. Supvr., 18 Nas-
 turtium St., Sebring
 York, Mrs. Anne, Box 1071, Sarasota
 Ziegler, Mrs. Glennie, N. B. Cook School,
 Pensacola

GEORGIA

- Adamson, Buelah, 1355 Peachtree St N.E., Atlanta
 Alford, Mrs. Mabel R., 627 W. 39th St., Savannah
 Allen, Miss M. A., Crogman School, Atlanta
 Arden, Mrs. Alice, Massie School, Savannah
 Askew, Mayme, Box 295, Folkston
 Ayers, Mrs. Dorothy, 603 Anderson Ave., Savannah
 Bailey, Mrs. N. L., 1211 Hunter Rd. N.W., Atlanta
 Barrett, Willa, Ponce de Leon School, Decatur
 Bohannen, Mrs. Alice N., 205 Ponce de Leon Ct., Decatur
 Bradford, Mary L., Fifth Avenue School, Decatur
 †Bradshaw, Sarah, Williams Street School, Atlanta
 Brantley, Nola, Box 71, Warner Robins
 Brett, Annie L., Elementary School, Stone Mountain
 Brown, M. H., Steed School, Augusta
 Brown, Mildred, Reynolds Street School, Brunswick
 Burnett, Emma, 141 Peachtree Hills Ave., Atlanta
 †Burns, Mary Sue, Milton Avenue School, Atlanta
 Burroughs, Cecil, Pennsylvania Avenue School, Savannah
 Carpenter, Myrtle, 1532 30th St., Columbus
 Carson, Jessie, 860 Capital Ave S.E., Atlanta
 Cash, Addie, Ben Hill
 Cash, Pauline, Rt. 1, Ben Hill
 Cates, Mrs. Willie F., 619 Cascade Ave S.W., Atlanta
 Chadwick, Mrs. Lyndell N., 395 Second Ave. S.E., Atlanta
 Chapman, Annie, Luckie Street School, Atlanta
 Chapman, James Alford, Doerun
 Clements, Mrs. Mildred S., Ft. Hawkins School, Macon
 Coleman, M. E., Asst. Supt., 56 Mitchell St. S.W., Atlanta 1
 †Collins, M. D., State Supt. of Schools, Atlanta 3
 Connally, Mrs. Louise, Box 35, St. Simon Island
 Cook, Mrs. John H., 115 Woodcrest Dr., Rome
 Cox, Mrs. Winona S., Box 247, Moultrie
 Crawford, Mrs. Lylete Wilson, 205 W. 33rd St., Savannah
 Culbreth, Pauline, Morton Avenue School, Waycross
 Darling, Mrs. Jack, Crawford Street School, Waycross
 Davis, Mrs. Elizabeth L., Rt. 1, Chamblee
 Dillard, Mrs. Dorothy Bell, Box 241, Decatur
 Duncan, Mary, 117 Church St., La Grange
 Eyer, William A., Jr., 38th Street School, Savannah
 Flanagan, Mrs. W. I., 1333 S. Lumpkin St., Athens
 Frazer, Mrs. Grace B., 320 N. Bethel St., Thomaston
 Freeman, Mrs. Mary H., Avondale Estates
 Gardner, Eva, 96 40th St., Columbus
 Gaskin, A. D., 2357 William St., Augusta
 Glenn, Magdalene, 270 Hill St., Athens
 Goldwire, Mrs. C. V., 528 E. Chapel St., Griffin
 Harris, Mabel H., 836 College St., Macon
 Hicks, Cleophas, 891 Virginia Ave. N.E., Atlanta
 Hogan, Mrs. F. M., Gray Street School, Atlanta
 Holland, Mrs. Helen B., Park Street School, Marietta
 Hollingsworth, Lois, 1010 Oxford Rd. N.E., Atlanta
 Holt, Mammie L., 870 Napier Ave., Macon
 Honiker, Mary Leila, Claremont School, Decatur
 Hornell, G. B., Nashville
 Hull, Mrs. Mildred W., Heard School, Macon
 Johnson, Mrs. Annie, 1612 Stokes Ave. S.W., Atlanta
 Jones, Bernice, 3641 Fulton Ave., Hapeville
 †Jones, Mrs. Richard P., Gordon School, Atlanta
 Kelly, Martha, 116 First Ave. S.W., Moultrie
 Kendrick, Margaret C., 45 15th St. N.E., Atlanta
 Kendrick, Martha, 45 15th St. N.E., Atlanta
 Kirby, Miss Emery B., 112 N. Green St., Dalton
 Kothe, Martha, 1736 Homestead Ave. N.E., Atlanta
 Lanier, Miss Clyde, 211 Forsyth Apts., Savannah
 Lorentzson, Mrs. Julia B., Arco School, Arco
 Macrae, Mrs. L. B., 1154 St. Charles Pl. N.E., Atlanta
 Malone, Mrs. Kate C., Alexander School, 117 North Ave., Macon
 Martin, Mrs. Hugh B., 365 Altoona Pl. S.W., Atlanta
 **†Martin, Pauline, 126 Third Ave., Decatur
 McCallum, Mrs. Rosalie, 1121 W. Solomon, Griffin
 McCord, G. M., Murphy Junior High School, Atlanta
 McCorkle, Ruby, 249 Elizabeth St. N.E., Atlanta
 McCullough, Jewel H., Goodyear School, Brunswick
 †McCune, W. W., Asst. Supt. of Schools, Savannah
 McDonald, M. S., Sumner
 McElroy, Sarah, Whittle School, Macon
 McGuffey, Logan H., Rt. 1, Chula
 McLendon, Mrs. Mary, Church Street School, East Point
 †Middlebrooks, Mrs. Rounelle B., 558 College St., Hapeville
 Miller, Caroline E., 110 Duffy St. E., Savannah
 Milner, Mrs. J. W., 331 E. Spring St., Gainesville
 Mitcham, Mrs. Mary, W. Main St., Thomaston
 †Mitchell, Julia, 1067 N. Highland Ave. N.E., Atlanta
 Monroe, Shelby H., Main Street School, Gainesville
 Moore, Mrs. Arthur, Hotel Georgian Terrace, Atlanta
 Morris, Aylene, 777 Williams St. N.W., Atlanta
 Mullenix, May Belle, 722 First St., Macon
 †Nash, Mrs. W. F., Slaton School, Atlanta
 Neal, Daisy, Fourth Street School, Brunswick
 Nolan, Mrs. L. T., Fairburn
 Nussbaum, Lillian, 511 Forsyth Apt., Savannah
 Oliver, E. W., Supt. of Schools, Loganville
 Oliver, Norma, Ballard School, Brunswick
 Orr, Dorothy, 1012 St. Charles Ave. N.E., Atlanta
 Osborne, Robert L., Rt. 5, Marietta
 Osterhout, Mrs. R. D., 1056 Reeder Circle N.E., Atlanta
 Outler, Mrs. L. T., Box 114, Moultrie
 Pinkston, Mrs. J. W., Box 914, Valdosta
 †Pounds, Edna, 1206 Peachtree St., Atlanta
 †Rhodes, Maude A., 185 Westminster Dr. N.E., Atlanta
 Rice, Jessie, 214 Hines Ter., Macon
 Rley, Romana, 404 E. Henry St., Savannah
 Robertson, Minnie C., 300 Crescent Ave., Macon
 Roddey, Helen, 1230 Peachtree St. N.E., Atlanta

Rowland, Mrs. Hampton, Beech Haven, Athens
 Russell, Mary O., 358 Sutherland Tr N.E.,
 Atlanta
 Sanford, Miss S. B., 2516 Baldwin St., Co-
 lumbus
 Satterfield, Mrs. Ruth H., 774 Virginia Ave.
 N.E., Atlanta
 †Senkbeil, Anna, Adair School, Atlanta
 Sessions, Mrs. P. G., Box 142, Decatur
 Setze, Adelaide R., 135 The Prado N. E., At-
 lanta
 Sherling, Angela K., 303 Hightower Rd., Macon
 Silvey, Elizabeth, 624 Cumberland Rd. N.E.,
 Atlanta
 Simmons, Ethel, 2 Myers Ave., Trion
 Sistrunk, Mrs. Robert W., 321 S. McDonough
 St., Decatur
 †Smith, Emma O., 280 College St., Macon
 Spence, Toy, 425 Society Ave., Albany
 Stallings, Lila, Sidney Lanier School, Bruns-
 wick
 †Standard, Mary, 907 E. Rock Springs Rd. N.E.,
 Atlanta
 Stillwell, Mrs. J. T., 166 Erie Ave., Decatur
 Summerall, Mrs. W. J., Box 163, Waycross
 Suttles, Alma, 778 Cascade Pl. S.W., Atlanta
 Tate, Charles C., Commerce
 †Thompson, Mrs. L. N., Ragsdale School, At-
 lanta
 Ticknor, Daisy, 2801 Tenth Ave., Columbus
 †Tuck, Sara E., 1010 McLynn Ave N.E., At-
 lanta
 Upshaw, Mrs. Marie DuBose, Burke School,
 Macon
 Vaughan, Clara, 304 Park Ave., La Grange
 Waddey, Mary H., 405 Cooper St. S.W., At-
 lanta
 Walker, Knox, 521 Court House, Atlanta 3
 Ward, G. W., 1732 Oak Dr., Augusta
 Ward, R. B., Fleming School, Rt. 1 Augusta
 Weathersbee, Mrs. G. G., La Grande
 Wesley, Mrs. Doris H., 124 Glynn Ave., Macon
 †Whitworth, Mrs. R. B., Howell School, At-
 lanta
 Wilson, Mrs. Homer L., Bolton
 Woods, Mary E., 1071 Madison Ave., Athens
 Yow, Elizabeth, Annie B. Clarke School, Tifton

IDAHO

Bays, Bess, 915 Hays, Boise
 Brenn, Laura M., 311 N. Tenth St., Boise
 Bunker, Theresa, Avalon Apt. 27, Idaho Falls
 Chatburn, Joe W., 818 Garfield St., Boise
 Hackworth, Ruth M., 2125 State St., Boise
 Johnson, Ann, 261 11th St., Idaho Falls
 Langlois, Clyde, Rt. 4, Boise
 Marra, Alba L., 127 W. Riverside Ave., Kel-
 logg
 Martin, D. W., 244 S. Hayes, Pocatello
 McGhee, Jessie L., Whitman School, Lewiston
 †McSorley, M. Lillian, Lewis Clark Hotel,
 Lewiston
 Morgan, J. R., Silver King School, Kellogg
 *Pauley, Fred, Jefferson School, Pocatello
 Pomeroy, Mrs. Margaret F., Emerson School,
 Pocatello
 *Reid, C. R., 1814 Dearborn, Caldwell
 Reid, Ray R., Southwest School, Burley
 *Rice, Harry H., 1607 W. Jefferson St., Boise
 Robinson, G. A., Rt. 4, Boise
 Sheldon, Joseph B., Rt. 2, Boise
 Snyder, R. H., Pres., Albion State Normal
 School, Albion
 Stalker, Donald D., Box 456, Blackfoot
 Stidwell, Charles A., Box 163, Sandpoint
 Swendenborg, Bess, 406 Franklin St., Boise
 *Vivian, Mrs. Olive, 305 Main St., Lewiston
 Wallace, Glen B., Box 931, Mullan
 Way, Buclah, 552 Third Ave. N., Twin Falls
 Zink, Mary V., 1120 Pueblo St., Boise

ILLINOIS

Ahlenius, Ruth E., Irving School, Bloomington
 Albrecht, Margaret, 841 18th Ave., Moline
 Altheide, Matilda, Washington School, Quincy
 Anderson, Edith V., 203 Sixth Ave., Moline
 Anderson, Geneva, Irving School, Rock Island
 Anderson, Mabel E., 508 South St., Geneva
 Annan, Isabel D., Gladstone School, 1231 S
 Damen Ave., Chicago
 Ashdown, A. W., McNabb
 Back, Hattie, 222 S. Wheaton Ave., Wheaton
 Baker, Ruth, 1153 W. Eldorado, Decatur 49
 Ball, Lester B., Supt. Dist. 108, Lincoln School,
 Highland Park
 Bansau, Hilda J., Forest Glen School, Glen
 Ellyn
 Barr, H. D., 102 E. Clay St., Roodhouse
 Bassett, Catherine, Evanshire Hotel, Evanston
 Bauch, Minna, 517 Gay St., Pittsfield
 Baumann, Wanda, Oak Park School, Aurora
 Baxter, LaRue G., 232 Klein St., Venice
 Beamish, J. K., Nixon School, Maywood
 Beck, Paul H., 706 S. Lombard Ave., Oak
 Park
 Becker, Ethel W., 1014 13th Ave., Moline
 Becker, Frances V., 1014 13th Ave., Moline
 Belsly, Josephine, 612 S. Cuyler St., Oak Park
 Bennett, R. M., Clarendon Hills
 Bielenberg, Emma J., 3634 N. Avers Ave., Chi-
 cago 18
 Bilhorn, J. Chester, 250 W. 37th St., Chicago 9
 Bixler, Ray A., Ray School, 5631 Kimbark
 Ave., Chicago
 Blakey, Herbert N., 8525 S. Carpenter St.,
 Chicago
 Blodgett, D. R., Supt. of Schools, Jacksonville
 Boley, Arthur William, Central Junior High,
 Kewanee
 Bone, Paul L., Supt. of Schools, Princeton
 Boughan, Eugene F., 138 N. Walnut St., Cen-
 tralia
 Bozarth, Charles M., Box 92, Carlisle
 Braden, Mrs. Ruby Q., Central School, Cen-
 tralia
 Bradshaw, Elizabeth G., 10740 Calhoun Ave.,
 Chicago 17
 Brandenberger, Mildred L., 1206 Logan Ave.,
 Danville
 Brewick, G. Millard, Supt. of Schools, Schiller
 Park
 Brockley, Frances, Cooke School, Galesburg
 Brown, Carroll E., 5479 Ellis Ave., Chicago 15
 Browning, Clyde, Supt. of Schools, Galva
 Brunjas, Orville O., 110 W. First, Hartford
 Burt, C. Vinton, Supt. of Schools, River Forest
 Burt, Robert O., Kingman School, Peoria
 Bush, James C., Stanford
 Busse, Amy E., 1709½ S. Fifth St., Springfield
 Butler, Mrs. Marie M., Sullivan School, 8255
 S. Houston Ave., Chicago 17
 Butler, W. C., Junior High School, Charleston
 Buzzee, Dellis, Supt. of Schools, Oair
 Buzzell, Leonard A., 1750 N. 36th, East St
 Louis
 Byers, Elvin G., 650 Forest Ave., Oak Park
 Byrne, Margaret H., 9312 Longwood Dr., Chi-
 cago
 Camden, G. A., 614 N. Ridgeway Ave., Chi-
 cago 24
 Carlson, C. Esther, Rt. 1, Macomb
 Catton, Howard D., Blaine-Sumner School,
 Peoria
 Cawelti, Donald, Skokie School, Winnetka
 Cessna, Hester E., 902 Robinson, Danville
 Chandler, Turner C., 8718 Harper Ave., Chi-
 cago 19
 Clark, Nelle N., 2304 N. Main, Decatur 13
 Clark, Rose A., 3501 Washington Blvd., Chi-
 cago 44
 Claus, Lucile, 715 Chestnut St., Ottawa

LIST OF MEMBERS

(Illinois) 273

- Clinton, Catherine M., 7936 Evans Ave., Chicago
 Clogston, Evan B., Bridge School, 3800 N New England Ave., Chicago 34
 †Cohen, Theresa T., Chalmers School, 1220 S Fairfield St., Chicago 8
 Conklin, Paul S., Co Supt. of Schools, Rockford
 Cordes, Mrs. Eva C., Lincoln School, Evanston
 Cordis, William R., Supt. of Schools, Princeville
 Corson, Mrs. Vera L., 114 N Gifford St, Elgin
 Courter, W. Lester, Lancaster
 Cox, Lawrence C., 525 N. Grove Ave., Oak Park
 Crabtree, D. R., Milton School, Alton
 Greve, Mabel C., 513 Third St., Savanna
 Crisp, Iva J., Lincoln School, Berwyn
 Crowl, Thelma, 1153 W. Eldorado, Decatur 49
 Culp, Esther M., 735 Condit, Wood River
 Cunningham, Very Rev. Msgr. D. F., 755 N. State St. Chicago
 Current, W. F., 311 E. McClure, Peoria 4
 Curtis, Ina L., 1110 Chestnut St., Waukegan
 Dahle, Dr. C. O., Supt Dist. 107, Elm Place School, Highland Park
 Damon, Russell I., 721 Ardmore Pl., Peoria 5
 Dasher, Ruth E., 1566 Oak Ave., Evanston
 Davidson, E. S., 3232 Wenonah Ave., Berwyn
 Davies, Mrs. M. I., 214 W. Illinois St., Wheaton
 Davis, Dr. Melvin G., Supt. of Schools, Peoria 3
 De Atley, Glenn O., 442 Lorena Ave., Wood River
 Detwiler, O. I., Central School, Waukegan
 Diel, J. Harold, Supt. of Schools, Stewardson
 Diersen, Arnold, Pleasantdale School, Rt. 2, La Grange
 Dods, Alvin Gordon, 1408 E St. Louis St, West Frankfort
 Dodge, Nettie, 800 34th St., Rock Island
 Donaldson, La Vina, 1326 St Louis, East St. Louis
 Doyle, Margie C. E., 10911 Longwood Dr., Chicago 43
 Duncan, Neal, 810 N. Spring Ave., La Grange
 Dunsmore, Margaret M., Lincoln School, East Moline
 Edmison, Arthur, Ashley Road School, Mt. Vernon
 Edwards, Arthur U., Dir., Campus Elementary School, State Teachers College, Charleston
 Edwards, Pansy Lee, Garfield School, Moline
 Evans, U. L., 3112 S. Fourth St, Shelbyville
 Everitt, Helen E., 408½ Broadway, Pekin
 Fidelia, Sister M., S.S.J., Lourdes High School, 4034 W. 56th St., Chicago 32
 Pink, Stuart D., McMurry Training School, De Kalb
 Fisher, Carolyn, Ericsson School, Moline
 Fitch, Grace, Franklin School, Jacksonville
 Fitzgerald, Margaret M., Hamilton School, 1650 W. Cornelia Ave., Chicago
 Foster, Ethel, 1 N LaSalle St., Chicago 2
 Foster, Florence, 1156 Lincoln Ave., Decatur 17
 Foster, Winifred R., 1336 Walnut St., Waukegan
 Franck, Emma M., 707 19th Ave., Moline
 Freeland, Willa, Oaklawn School, Danville
 Frey, Grace Hurst, 738 Hinman Ave., Evanston
 Fulkerson, C. V., Hawthorne School, East St. Louis 1
 Gaddis, Edwin A., Altamont
 Gallagher, Rose M., Esmond School, 1865 W. Montvale Ave., Chicago 43
 Garland, Mrs. Frances, 220 Throop St., Woodstock
 Gertz, Margaret E., 816 Taylor St., Joliet
 Gillespie, Oren F., Washington School, Centuria
 Gliatto, Julia H., 6651 N. Artesian Ave., Chicago 45
 Glomski, Hyacinth M., 5251 George St., Chicago
 Glynn, Will, Weldon
 Gordon, Claude T., Hawthorne School, 2310 S. 57th Ave., Cicero 50
 Goslin, Genelle, 211 S. Grand West, Springfield
 Grauff, Albert R., Livingston
 Gray, Dr. William S., Dept. of Educ., University of Chicago, Chicago
 Gumm, Mrs. Hazel Ott, 1000 N Dearborn St., Chicago
 Gurley, James G., 309 S. First St., Dundee
 Hall, Bertha M., 1811 12th St., Rock Island
 Hall, Jonas C., Columbia School, Peoria 5
 Hammer Kenneth S., Center School, Morris
 Hampleman, R. S., Grade School, Dist. 73, Freeburg
 Hancock, J. Leonard, Goethe School, 2236 N. Rockwell St., Chicago
 †Hannan, Grace, 1209 Astor St, Chicago 10
 Hanneken, Clemens B., Union Grade School, Tuscola
 †Hansen, Herbert C., Dir. of Life Membership Div., Dept. of Elem School Prin., Natl. Educ. Assn., 1045 N. Lockwood Ave., Chicago
 Harding, Helen, 1940 Sherman Ave., Evanston
 Harding, J. Weston, 2316 N. University, Peoria
 Harms, Willis O., 201 W Corcoran, Peoria 5
 Harris, Vera G., 312 S. C St, Monmouth
 Harshbarger, Leslie P., 220 Sibley Ave., Kankakee
 Hatfield, Margaret G., Box 176, Bluffs
 Hatfill, Harlie A., Worden
 Hathaway, Harold C., 628 Kensington Ave., Mt. Vernon
 Hauser, Dr. L. J., Supt. of Schools, Riverside
 Hawley, R. C., Supt. of Schools, Marseilles
 Hayes, Margaret A., 6715 S. Ridgeland Ave., Chicago 49
 Healy, Veryl, 312 W. Eureka St., Champaign
 Hedberg, L. C., 1509 Center St., Des Plaines
 Helling, Arthur G., Emerson School, Maywood
 Henson, Clarabelle, Cossitt Avenue School, La Grange
 Herr, Ross, 3452 Drummond Pl, Chicago 47
 Hesselbaum, Caroline E., 1637 Orrington Ave., Evanston
 Hicks, Elvis L., 2305 Arthur Ave., Chicago 45
 Higgins, Harry H., 103 S Jackson, Palestine
 Hindman, R. R., Supt. Cons. Dist. 112, Gorham
 Holloway, I. B., Supt. of Schools, Sullivan
 Holmes, Agnes Jane, Woodbine School, Cicero
 Holmes, Gilbert, 611 N. Vine St, Sparta
 Horine, Roy C., 137 W. 108th Pl., Chicago 28
 Howland, Mary E., 5415 S Union Ave., Chicago 9
 Hufford, G. N., 153 S. Ottawa St., Joliet
 Ivie, Otis F., Odell
 Jackson, William E., 4844 Vincennes Ave., Chicago 15
 Johnson, E. Victoria, Logan School, Belvidere
 Johnson, Edith I., 901 Elmwood Ave., Kewanee
 Johnson, Esta D., 315 Jackson Blvd., Oak Park
 Johnson, Stella M., 1730 W. 102nd St., Chicago 43
 Jordan, Wilma, Columbia School, Elgin
 Josephson, Victoria, 46 W. 15th St., Chicago Heights
 †Kaar, Mrs. Galeta M., 2143 Hudson Ave., Chicago 22
 Kalmon, Mrs. Sadie K., 6200 N. Kenmore Ave., Chicago 40
 Kannmacher, Bertha M., North Side School, Marshall
 Kara, Stephanie, Harding School, Posen

- †Kauffman, Merle M., Andrew Cooke School, Waukegan
- Keas, De Lloyd W., Riverside School, Decatur
- Keener, Edward E., John Hay School, 1018 N. Laramie Ave., Chicago
- Kennedy, Dale, Supt. of Schools, Smithfield
- Kimes, Myrtle E., 411 S. Columbus St., Streator
- Kimmel, Dorothea, 510 N. Main St., Naperville
- Kisch, Gertrude, 2519 Ridge Ave., Evanston
- Kochler, Earl L., 120 N. Columbia St., Naperville
- Koy, Arnold C., Grand Ave., Gurnee
- Krell, L. H., Elementary School, Winchester
- Kripner, Mrs. Louise K., 6534 Stewart Ave., Chicago 21
- Kroeger, Florence R., 415 Anthony St., Glen Ellyn
- Kruger, Irene B. A., 209 W. Second St., Geneseo
- Lagomarsino, Marian Dawes, East Prairie School, Skokie
- Lambie, George H., 628 McAllister Ave., Waukegan
- Landis, Harry H., Franklin School, Peoria
- Lang, Dr. Charles E., Dist. Supt., 2819 W. 21st Pl., Chicago 23
- Lanning, Mrs. Bessie C., 608 Randolph St., Oak Park
- Lange, C. E., 3875 N. Sheridan, Peoria
- †Lanz, Anna D., 4840 Washington Blvd., Chicago 44
- Larimore, Leona E., 431 N. Catherine, La Grange
- Larson, Irene M., 719 Buckbee St., Rockford
- Lauck, Lawrence F., 120 N. Channing St., Elgin
- Lester, Mary M., 1548 Park Ave., North Chicago
- Liddell, F. R., 7005 N. Ridge, Chicago 45
- Lile, V. Deacon, Ann and Berrian Sts., Peoria 6
- Lino, Frank D., 1649 Jarvis Ave., Chicago
- Liska, Josephine, Barry School, 2828 N. Kilbourn Ave., Chicago 41
- Lofdahl, Leslie C., 204 Oak Knolls Ave., Rockford
- Longfield, Clara A., 2334 W. 121st Pl., Blue Island
- Luhala, Viona H., Roosevelt School, Maywood
- †Mack, Helen A., 1330 State St., Alton
- Maddock, Alice E., 9648 Vanderpoel Ave., Chicago 43
- Magan, Isabel L., 8045 Kenwood Ave., Chicago 19
- Magner, Daniel J., 8004 S. Green St., Chicago 20
- Maguire, Irene, Cook School, 8150 S. Bishop St., Chicago 20
- Mallach, Margaret, 829 W. Poplar, Taylorville
- Mandeville, A. Dorothy, Box 41, Winnebago
- Marlar, Mabel L., Community School, Strawn
- Marquis, Norwood, Berrian School, Quincy
- Marsh, Charles L., Peterson School, 5510 N. Christina Ave., Chicago 25
- Martin, Ernest, Box 226, Bethany 1
- Martin, Keith, 334 S. Lincoln, Centralia
- Mason, Grace S., 640 Woodland Park, Chicago 16
- McClain, Beulah M., 708 N. Central Ave., Paris
- McCormick, Drucilla, 1921 13½ St., Rock Island
- McDonald, J. W., Elementary School, Mooseheart
- McMahon, Mrs. Edna T., 10431 S. Hamilton Ave., Chicago 43
- McSwain, Dr. E. T., School of Education, Northwestern University, Evanston
- Mercer, H. J., 121 Broadway, Peoria
- Meyer, Charlotte, Public School Office, Decatur
- Meyer, J. W., 915 N. Jefferson, Peoria 3
- Müller, John L., West School, Waukegan
- Miller, Lester H., Central School, Normal
- Miller, Ross M., 110 N. 16th St., East St. Louis
- Minogue, Mildred, 612 Ridge Ave., Evanston
- Misner, Dr. Paul J., Supt. of Schools, Glencoe
- Mitchell, Ethelyn J., Lincoln School, Elgin
- Morehouse, Zella, Maple Avenue School, Downers Grove
- Mooberry, Everett, Reservoir School, Peoria
- Morris, Emmet, Irving School, Maywood
- Morris, Lee M., Signal Hill School, East St. Louis
- Morstrom, Mrs. Lois C., 6940 Cregier Ave., Chicago 49
- Mulroy, Mary D., 7355 Jeffery Ave., Chicago 49
- Murgatroyd, M. Jane, South Jacksonville School, Jacksonville
- **Murphy, Joseph, 309 Fredonia St., Peoria
- Murphy, L. R., Central-Stolp School, Wilmette
- Murphy, R. R., Melrose Park School, Melrose Park
- Nelson, Camilla, Rt. 3, Princeton
- Neubauer, Wilson O., Kosuth Avenue School, New Baden
- Newman, Charles C., Supt. of Schools, Marshall
- Nickell, Vernon L., Supt. of Public Instruction, 100 Centennial Bldg., Springfield
- Nyquist, Alice, 1720 11th Ave., Moline
- Ohlman, A. L., Peoria Heights School, Peoria Heights
- Paulsrud, Alice, Dewey School, Evanston
- Paxton, Agnes M., 206½ E. State St., Jacksonville
- Pearson, Florence M., 1110 Grant St., Danville
- Pearsons, M. Evelyn, 1031 Dempster St., Evanston
- Peck, Mrs. Marie Mattocks, 2238 Lincoln Park West, Chicago 14
- †Peters, Florentine, Garfield School, Chicago Heights
- Phelps, Ethel C., 217 S. Main St., Lombard
- Phillips, Nelle, Box 246, Pana
- Pierce, Mrs. Pearl, Washington School, Maywood
- Postel, Harold H., 7731 Paxton Ave., Chicago
- Prater, John H., Lincoln School, Maywood
- Primrose, J. W., Irving School, Quincy
- Quick, J. H., Supt. of Schools, Elizabeth
- Quinlan, Frederick F., Supt., Lake Forest
- Quinn, Helen L., 4650 N. Menard Ave., Chicago 30
- Reed, Frederick, Greeley School, Winnetka
- †Reeder, Dr. Edwin H., College of Education, University of Illinois, Urbana
- Reiffel, Mrs. Sophie M., 3244 Ainslie St., Chicago 25
- Remley, Mrs. Eunice S., 118 La Salle St., Streator
- Richardson, Mrs. Grace H., 1119 Maple Ave., Evanston
- Rice, Armeaddie Klamp, 109 S. Division, Du Quoin
- Rickard, Garrett E., 1315 Rosedale Ave., Chicago
- Rigg, Corrine, Lincoln School, Decatur 13
- Robinson, John L., Supt. of Schools, Waverly
- Roth, Lloyd E., Watseka
- Rowe, Lester E., 3107 Emmaus Ave., Zion
- Sanford, Helen M., 1940 Sherman Ave., Evanston
- Schilling, Roy O., Washington School, River Forest
- Schmitt, Marvin J., 639 Lyman Ave., Oak Park
- Schrodt, Clara J., Rt. 2, Box 193, Mount Carmel
- Schwendemann, Erma, Woodson
- Shakmanoff, Mrs. Bernice Eddy, 6318 S. Maplewood Ave., Chicago 29
- Shaw, Mrs. Mary, 638 Elmwood Ave., Evanston

LIST OF MEMBERS

(Indiana) 275

Shea, Mildred F., Pearce School, 1423 Bryn Mawr Ave., Chicago 26
 Shoemaker, Bertha, Noyes School, Evanston
 Shoop, Clarence K., 2731 S. Austin Blvd., Cicero 50
 Siefferman, F. R., Ridgely School, Springfield
 Simmons, Mrs. Edna W., Burbank School, 2035 N. Mobile Ave., Chicago 39
 Simpson, Mrs. Hilda, Foster School, Evanston
 Smaage, Leon, Supt. of Schools, Des Plaines
 Smith, Russell W., Campbell School, East Moline
 Sadt, Dorothy C., 230 W. Lake St., Barrington
 Sowers, Mrs. H. T., Grant School, Streator
 Sowers, Mrs. Miniam, Pearl
 Sparr, Mrs. Jessie S., 424 W. Henry, Staunton
 Spiss, Gladys, Box 155, Fairview
 Spurgin, William H., 11157 S. Campbell Ave., Chicago 43
 Stacy, R. N., Dewey School, Quincy
 Steinmetz, Kathryn E., 8045 Drexel Ave., Chicago 19
 Stoker, Frank W., Fuller School, 4214 St. Lawrence, Chicago
 Strawe, Walter V., 2653 N. Mozart St., Chicago 47
 Stubblefield, Lucille, 1509 E. Olive St., Bloomington
 Stulken, Edward H., 745 N. Woodbine Ave., Oak Park
 Sullivan, J. L., 308 N. Sixth Ave., Maywood
 Sullivan, Mary M., 6719 Sheridan Rd., Chicago 26
 Summers, Marie, 901 W. Mulberry St., Bloomington
 Swing, Lillian M., Hedges School, 4735 Winchester Ave., Chicago 9
 Sylvester, Sister Mary, 8737 Exchange Ave., Chicago 17
 Taylor, Lulan, 10327 Hamilton Ave., Chicago
 Thomas, Wayne A., Supt. of Schools, Highwood
 Thompson, J. M., Supt. of Schools, Steward
 Tierney, Catherine M., 1446 W. Garfield Blvd., Chicago 9
 Tillman, Opal, 516 Lawrence St., Barry
 Uhler, Arthur, 4221 N. Keeler Ave., Chicago 41
 Van Valzah, Mrs. Audrey D., 208 Michaux, Riverside
 Wallace, Mrs. Ethel, Flanagan
 Warner, Bruce C., 327 S. Lake St., Aurora
 Watson, Norman E., 1000 Waukegan Rd., Northbrook
 Wetherbee, Ralph H., 11725 Perry Ave., Chicago 28
 Wetzel, A. R., Supt. of Schools, Galena
 Wharton, Mildred M., Room 1301, 600 S. Michigan Blvd., Chicago 5
 Wietson, Leonard L., Taft School, Lockport
 Wiley, Flossie, 205 W. Elm, Urbana
 Williams, Claude L., 7423 Bennett Ave., Chicago 49
 Williams, Ralph R., 7427 Bennett Ave., Chicago
 Williams, Sidney A., Calvin Coolidge School, Peoria 5
 Williamson, Mrs. Mabel, Lawson School, 1256 S. Homan Ave., Chicago 23
 Wilson, Mrs. Elizabeth C., 5941 W. North Ave., Chicago
 †Wilson, Irvin A., 437 S. Stone Ave., La Grange
 Wilson, O. A., Jr., Supt. of Schools, Jerseyville
 Wilson, Phyllis J., Brady School, Aurora
 Wilson, R. Dale, McKinley School, Harrisburg
 Winegarner, J. Lewis, 6611 W. 31st St., Berwyn
 Winterstein, A. F. H., Strasburg
 Wolff, Milly, Central School, Peru
 Woodall, Jean, 602 W. Pawnee, Taylorville
 Wright, Mary, 157 E. Court St., Farmington

Wright, Roe M., Co. Supt. of Schools, Robinson
 Young, Lovisa A., 13043 Maple Ave., Blue Island
 Zehr, Ervin L., Glen Oak School, Peoria 5

INDIANA

Albright, Frank S., 3509 W. 11th Ave., Gary
 †Alexander, Mrs. Margaret P., 1515 Miami St., South Bend 14
 Allen, Mrs. Madeline M., 2714 Paris Ave., Indianapolis 8
 Allen, R. Glen, Elm Heights School, Bloomington
 Allison, Emma Mae, 2168 N. Capitol Ave., Indianapolis
 Ambroz, Mrs. Margaret, 612 W. Washington, Indianapolis
 Armstrong, Leila, 1210½ Maple Ave., La Porte
 Baldwin, J. H., 439 Waltham St., Hammond
 Bank, Mrs. Gertrude, 24 N. Drexel Ave., Indianapolis
 Barnett, Mrs. Jessie R., 220 E. Eighth St., Michigan City
 Bechtold, Emma, 1511 Scott St., La Porte
 Becker, Ralph, Public Schools Office, Evansville 8
 Bedford, Anna Pearl, 3939 Central Ave., Indianapolis 5
 Bell, Mrs. Eva H., 856 Woodrow, Indianapolis 8
 Bell, Kenneth R., 6044 Kingsbury Dr., Indianapolis
 †Best, William E., Lincoln High School, Evansville 13
 Bethel, Mrs. Nell, Rt. 8, Box 272, Evansville
 Bigham, Mrs. Edith H., 420 S. 15th St., Terre Haute
 Bingham, H. Beth, 215 E. Third St., Mishawaka
 Blackwell, Paul F., Monger School, Elkhart
 Blue, Lloyd N., 338 S. Arlington, Indianapolis
 Bolin, Marvin L., Rt. 2, Osceola
 Boothe, Leroy E., 615 S. 19th St., Lafayette
 Bridgewater, Addorena, School 36, 2801 N. Capitol Ave., Indianapolis 8
 Brooks, Elwood E., Box 350, Salem
 Brooks, Ross, 1015 Taylor Ave., Evansville
 Brunswick, N. T., 3953 Fern St., East Chicago
 Bryant, Melville C., Sr., 2588 Madison St., Gary
 Burmaster, Rosa M., Washington School, Muncie
 Buscher, Gertrude, 2928 Park Ave., Indianapolis 5
 Bussell, Lyell, 915 W. North St., Muncie
 Carnes, Mrs. Mary I., 2019 N. Tenth, Terre Haute
 **Carter, Charlotte, 6121 Haverford Ave., Indianapolis
 Cary, Mrs. Jeannette S., 2027 Boulevard Pl., Indianapolis
 Casey, Rev. John B., 144 W. Georgia St., Indianapolis 4
 Catt, Othmel D., 915 S. Water St., Hobart
 Chadd, A. R., Supt. of Schools, Anderson
 Chalifour, Mrs. Jessie B., 958 N. Jefferson Ave., Indianapolis
 Chambers, J. W., High School, Huron
 Clark, Mrs. Ada B., 604 E. Maple Rd., Indianapolis
 Clark, Albert W., 1118 Drackett St., Hammond
 Clark, Marie, Washington School, Vincennes
 Clevenger, Harold, 820 N. West St., Crown Point
 Coffin, Florence, 1005½ Manhattan St., Michigan City
 Collins, Alton W., 902 N. Meridian St., Indianapolis 4
 Collins, Leona, 1401 S. 25th St., Terre Haute
 Collins, W. F., Lincoln School, Hammond

- Combs, Lex V., Elementary School, Fry and Boone Sts., Ft. Wayne 7
- Concannon, Edna L., Dresser School, West Terre Haute
- Cook, Mrs. Irma W., 3338 Brookside Pkwy., N. Dr., Indianapolis 1
- Cook, Maurice J., 323 Oakdale Dr., Ft. Wayne 6
- Cook, Raymond L., 404 Indiana St., Bremen
- Cox, Dyson W., Grade School, Cumberland
- Craig, Verna, School 68, 2107 Riley Ave., Indianapolis
- Cromwell, Philip R., 720 E. Blackford, Evansville 13
- Cross, Glenn, Garfield School, Richmond
- Crum, Russel E., 2824 S. Hanna, Ft. Wayne 5
- Crum, Russell, 209 E. 12th St., Bloomington
- *Cullen, Hazel, 1520 S. 25th St., Terre Haute
- Daley, Catherine, 1831 S. Webster, Ft. Wayne 6
- Dalman, Murray A., 310 W. 43rd St., Indianapolis 8
- Deardorff, Dorothy, 7044 Wicker Ave., Hammond
- De Vaney, Adelaide, Thornton Junior High School, Terre Haute
- Diggs, Elder W., 1908 Highland Pl., Indianapolis
- Drake, Flora E., 4202 Sunset Ave., Indianapolis 8
- Dudley, David, Culver School, Evansville 5
- Dugan, Mrs. Belva Jones, 515 Hendricks St., Anderson
- Dunkin, H. M., 3407 Park Ave., Indianapolis 5
- *Dyer, Lary E., 719 W. Seventh St., Bloomington
- Edelberry, Noris E., 310 N. Illinois, Indianapolis 4
- Eller, Mrs. Lola Stuart, 3615 W. Walnut St., Indianapolis
- Ellerbrook, L. W., University School, Indiana University, Bloomington
- Elliott, Ernest R., 7208 Oakdale, Hammond
- Engels, Bernice, 524 Garfield St., Gary
- Eppert, Geraldine, 5411 Washington Blvd., Indianapolis 5
- Evans, George, Columbia School, 1238 Michigan St., Hammond
- Evans, Rae, 1908 136th St., East Chicago
- Farmer, Esther, 1027 Indiana Ave., Anderson
- Farr, Catheryn M., R.R. 5, Box 460, Terre Haute
- Felton, Clayton E., 715 Forest Ave., South Bend 16
- Fenoglio, Mafalda, 2300 N. 27th St., Terre Haute
- Fields, Kenneth L., Belle Gregg School, Rushville
- Fields, Thomas, 1001 Maxine Dr., Ft. Wayne 6
- Finney, Edna M., 103 Bonser Apts., Anderson
- Fisher, George H., 5920 E. St. Clair St., Indianapolis
- Black, Mrs. Maude M., School 56, 2353 Columbus Ave., Indianapolis
- Flood, Enadna, 1205 Clay St., La Porte
- Foltz, Elsie, 2427 Garfield Ave., Terre Haute
- Forrest, Mrs. Edith R., 3540 N. Meridian, Indianapolis
- Foster, Grace L., 1231 Roosevelt St., Gary
- Foster, Nancy L., 5947 Hyslop Pl., Hammond
- Friesner, Mrs. Gladys M., Rt. 15, Indianapolis 44
- Funk, J. Willard, Rt. 3, Connersville
- Funk, Olive K., 2301 Park Ave., Indianapolis
- Fuqua, Blanche E., 654 Oak St., Terre Haute
- Gadberry, Mrs. Berdie, 2039 N. Seventh St., Terre Haute
- *Galvin, Cecelia, 836 N. Rural St., Indianapolis
- George, Lester, Nicholson School, Richmond
- Gill, Iola, 2526 College Ave., Terre Haute
- German, Ruth, 4241 Park Ave., Indianapolis
- Goss, Mrs. Jeanne A., 6002 Carrollton Ave., Indianapolis
- Gossett, W. Harold, 111 W. Hampton Dr., Indianapolis 8
- Grandstaff, Cecil W., 200 20th, Logansport
- Gray, Mrs. Helen, School 32, 2110 N. Illinois St., Indianapolis
- Green, William Embree, 515 W. Oak St., Oakland City
- Hagedorn, Lois, 238 E. 12th St., Indianapolis 2
- Haley, J. W., Washington School, Ft. Wayne
- Hall, L. E., 1219 N. Tuxedo St., Indianapolis
- Hall, Mrs. Leone H., 624 Middle Dr., Woodruff Pl., Indianapolis 1
- Halloran, Mona, 2401 Mariposa Ave., Terre Haute
- Hamill, Florence, 1231 S. Illinois St., Indianapolis
- Hamilton, Otto T., Oaklandon
- Hammond, Frank H., Lafayette School, Hammond
- Hampton, Claude L., 1558 S. Jackson St., Frankfort
- Harrell, Horace H., Hunter School, Bloomington
- Harris, C. M., Franklin School, South Bend
- Haverstick, Harriet, 1506 Logan St., Noblesville
- Hayes, George L., 819 N. California St., Indianapolis
- Heady, Mrs. Vernah I., Crawford School, Terre Haute
- Helms, H. L., Rt. 14, Box 494, Indianapolis 44
- *Hendricks, Clyde W., 916 Jackson St., Ft. Wayne 2
- Hendrickson, Orvel, Mars Hill School, 2702 Foltz St., Indianapolis
- Hendrickson, Ray P., 1808 W. Franklin, Elkhart
- Herbst, Frieda, 966 N. Bellevue Pl., Indianapolis 8
- Hild, Gertrude M., 601 S. Eighth St., Terre Haute
- Hill, Adah M., 3444 N. Pennsylvania St., Indianapolis 5
- Hinshaw, Clavis J., Cicero
- Hoke, Lucille M., R.R. 4, Vincennes
- Hollar, Floyd W., East Ward School, Warsaw
- Holmes, R. W., 1717 S. Main St., Kokomo
- Honnold, Opal, 236 S. West St., Tipton
- Hoover, Charles O., 1804 S. Armstrong, Kokomo
- Hopkins, Lowell, 200 N.W. Seventh St., Evansville 8
- Hoppes, R. Clyde, Chili Avenue School, Peru
- Horton, Ellis, Dunkirk
- Hovestock, Gertrude, 219 N. Second, Elkhart
- *Howard, George E., Box 43, La Porte
- Howe, J. Edwin, 423 S. Grand Ave., Evansville
- Hudson, Mrs. Henrietta W., School 73, 4101 E. 30th St., Indianapolis 1
- Humphreys, Grace S., Stokes School, Lebanon
- Hunt, Margaret, Payne School, Franklin
- Hutchinson, C. E., 2017 E. Elm St., New Albany
- Hutchison, William, Fair Oaks
- Ivey, Edna M., 4215 Alder St., East Chicago
- Jackson, Clarence E., Rt. 14, Box 253-F, Indianapolis
- James, Emory A., 1306 Finley St., Indianapolis 3
- Johnson, A. D., 2006 S. Elm, Muncie
- Johnson, Mrs. Hazel Bates, 2709 Highland Pl., Indianapolis
- Johnson, W. B., 1261 King Ave., Indianapolis 8
- Jones, Mrs. Rosa A., 4804 E. 30th St., Indianapolis 1
- Jones, Sara, Fowler Schools, Fowler
- Jorgensen, Helen, Parrish School, Hammond
- Karns, Joren V., Rt. 1, North Manchester
- Keller, Mabel, School 70, 110 L. 16th St., Indianapolis

- Kelley, Mrs. Harriet C., 1401 S. State Ave., Indianapolis 3
 Kelley, Clarence E., 814 S. Tenth St., Lafayette
 Kelly, J. O., 602 Sycamore St., Columbus
 Kennedy, R. C., 1325 S. Buckeye St., Kokomo
 Kenworthy, Loyd L., 2915 Iowa Ave., Connersville
 Kimber, Mrs. Grace W., 1240 W. Ray St., Indianapolis 3
 Knowles, Mrs. Jeannette B., 85 N. Holmes Ave., Indianapolis
 Lacey, Mrs. Georgia H., Rt. 14, Box 217-G, Indianapolis
 Lamb, Herbert, Asst Supt, Vigo Co Schools, 639 Chestnut St., Terre Haute
 Lamb, Mary L., 411 Walker St., Michigan City
 *Lancaster, Freda Jane, Bloomingdale School, Ft. Wayne 7
 Langell, Katherine, 227 W. 11th St., Anderson
 Langford, Mrs. Ruby A., 546 W. 28th St., Indianapolis
 Lanning, H. O., 401 Alameda Ave., Muncie
 Larimer, John E., 821 S. Eighth St., Goshe
 Larimer, Otis, Hawthorne School, Elkhart
 Lasko, Clara L., Long Beach School, Michigan City
 Lautenschlager, Harley, Mincr School, Ft. Wayne 6
 Lemme, Carl W., 1820 Bayard Park Dr., Evansville
 *Lenon, E. M., Columbia School, Evansville
 Lewis, Mrs. Lillian W., 1601 E. Tenth St., Indianapolis 1
 Linville, Ray B., 714 Hitt St., La Fayette
 Lockey, Doris, Franklin School, Gary
 Lotze, Amanda, 1115 S. 17th St., Terre Haute
 Lucas, Dale W., 1671 Spy Run Ave., Ft. Wayne 3
 *Lykins, Charles E., Lincoln School, Muncie
 Mahoney, Agnes, 4227 Broadway, Indianapolis
 Maier, John V., Wilson Junior High School, Muncie
 Malone, Julia, Lincoln School, South Bend
 Marbury, Mrs. Vivian I., 412 W. 26th St., Indianapolis 8
 Marsh, Esther, 11 E. Portland Ave., Vincennes
 Matthews, John V., 308 E. Jefferson, Columbia City
 *McCarty, Adelaide, 3444 N. Pennsylvania, Indianapolis
 McClelland, Mary, 1608 Fruitdale Ave., Indianapolis
 McClure, Byrl, 2110 N. New Jersey St., Indianapolis
 McCormick, Albert T., R.R. 1, Milton
 McCoy, Cinevra, 974 West Dr., Woodruff Pl., Indianapolis
 McCullough, Lena, Weldele School, Terre Haute
 McCutchan, J. B., Harwood School, Evansville
 McDougall, Effie, Whittier School, 12th and Sterling, Indianapolis 1
 McGinty, Agnes, 125 S. Fifth St., Clinton
 McHale, Mrs. Ethel, Washington School, Gary
 *McLaughlin, Dorothy C., 2 Ruth St., Hammond
 McSwane, Harold, Justin N. Study School, Ft. Wayne 6
 Merklein, Mollie C., 6411 Moraine Ave., Hammond
 Milanovich, Anthony, 58 S. 16th St., Richmond
 Miller, C. V., Rt. 11, Box 332-D, Indianapolis 44
 Miller, Edgar, Rt. 5, Crown Point
 Miller, F. D., 1706 S. Webster, Kokomo
 Mitchell, Madie, 702 Union, Indianapolis
 Mitchell, Omer M., Blaine School, Muncie
 Mitten, George W., 3905 Kenwood Ave., Indianapolis
 Montague, Wallace, School 80, 920 E. 62nd St., Indianapolis
 Moore, Mrs. Olive, 2316 E. Walnut St., Evansville
 Morgan, Mary E., 717 E. 9th St., Indianapolis
 †Morris, John M., 925 Nuttman Ave., Ft. Wayne 6
 Morrison, E. L., 313 Sunnyside Ave., Aurora
 Moser, William Paul, 109 S. Elm St., Jeffersonville
 Murfin, Mark, Fairview School, Richmond
 Neff, Eldon J., 205 New St., Hobart
 *†Negley, Samuel M., 23 S. Downey, Indianapolis
 Nelson, Arnold K., 195 N. Shortridge Rd., Indianapolis
 Nessler, Augusta, 1034 N. Tacoma Ave., Indianapolis 1
 *Nicholson, Guy, Daniel Wertz School, Evansville 15
 Nolcox, Matthias, 2866 Highland Pl., Indianapolis
 Norman, C. Harvey, 1002 S. Brady St., Attica
 Norris, E. L., 3331 Guilford Ave., Indianapolis 5
 Norris, Max H., R.R. 4, Box 730-B, Indianapolis 44
 Northcott, Lincoln, 1350 Winton Ave., Speedway
 Nugent, Muret E., 765 S. Ninth St., Noblesville
 O'Bryan, Eugene, 1606 E. Vermont St., Indianapolis
 O'Dell, Violette, 130 N. Second St., Elkhart
 Orear, Ethel L., 617 E. Main St., Lebanon
 Orr, Mrs. Mildred B., 5347 College Ave., Indianapolis 5
 Ostheimer, George F., R.R. 11, Box 289-N, Indianapolis 44
 Page, Lawrence A., Henry Reis School, Evansville 11
 Perry, H. A., 1047 N. Kennedy, Kokomo
 Pesavento, Irma, 506 N. Seventh St., Clinton
 Petro, Kenneth, Roosevelt School, Muncie
 Phipps, Laura E., McCulloch School, Ft. Wayne
 Pitman, Dorsey F., 702 Catterlin St., Frankfort
 Pittenger, Avice, Rt. 3, Muncie
 Plasket, Joseph H., Hamilton School, Ft. Wayne 6
 Pollock, Donald, 912 Lillian St., Hobart
 Popp, Freda M., 4453 Central Ave., Indianapolis 5
 Powers, Mrs. Esther, 3705 Graceland, Indianapolis 8
 Price, Hugh W., Central School, Mt. Vernon
 Price, Maude J., 3025 N. Meridian St., Indianapolis
 Ramey, Belle, 718 E. 34th St., Indianapolis
 †Rankin, Mrs. Vivian Sowers, 144 Buckingham Dr., Indianapolis
 Ray, Mrs. Mary S., School 60, Indianapolis
 Reimold, Crissie E., Henry Studebaker School, South Bend
 Rentschler, Mrs. Cora, 5451 E. Tenth St., Indianapolis
 Reynard, Mrs. May, Kaley School, South Bend 19
 Rhodes, Ruth M., Wallace School, Hammond
 Riker, Jeanette, 1535 Central Ave., Indianapolis 2
 Riley, Herman M., 4066 Boulevard Pl., Indianapolis 8
 Robb, Mrs. Iris F., 1920 H St., Bedford
 Robbins, Pauline, State Street School, Huntington
 †Robertson, O. Dale, Franklin School, Ft. Wayne 7
 Rochelle, Dr. Charles E., 1173 E. Indiana St., Evansville
 †Rohrer, Basil E., 823 Jackson Ave., Evansville 13
 Runk, Mary L., 3630 N. Meridian, Indianapolis 8

- Rosbrugh, Mrs. Ethel, 627 Portage Ave., South Bend 16
 Rost, Mrs. Georgia S., 5612 Winthrop Ave., Indianapolis
 Russell, Jessie C., 111 E. 16th St., Indianapolis 2
 Salmon, Flossie E., 505 Walnut St., Petersburg
 Sarber, Harold O., 1504 E. Beardsley, Elkhart
 Scott, Elizabeth H., 3025 N. Meridian, Indianapolis
 Seigle, Dorothy M., 1002 E. Lewis St., Ft. Wayne 4
 Shadley, Madison T., 3755 Rockville Rd., Indianapolis
 Shaffer, R. D., Supt. of Schools, Muncie
 *Sherwood, Hollace C., Burris School, Mitchell
 Shew, Sarah Rue, Universal
 Shirley, Mrs. Edith, School 1, 3614 E. 36th St., Indianapolis
 Shockley, Mrs. Eva M., 115½ S. Ninth St., Richmond
 Smith, Amos V., Oaklandon
 Smith, Lloyd N., Indiana State Teachers College, Terre Haute
 Soules, Gertrude P., 24 S. 20th St., Terre Haute
 Spice, Mary E., 2503 Brown St., Anderson
 Spradley, Nari A., 902 N. Weinbach Ave., Evansville 14
 Spuller, Paul, 4518 Wilmette Ave., Ft. Wayne 5
 Stafford, Laurence T., 4702 Kenwood Ave., Indianapolis
 Stafford, Mabel, 430 W. Main St., Richmond
 Stahl, Edgar A., Greenwood School, Terre Haute
 Standiford, F. W., 120 Beverly Ct., Michigan City
 Standiford, Myrtle C., 413 N. Main St., Rushville
 Stump, Merlin B., Rt. 15, Box 468, Indianapolis 44
 Suchanek, Minnie M., 312 E. Donmoyer, South Bend 14
 Sullivan, Marie, 1040 N. Delaware, Indianapolis 2
 Summers, Helen, 624 Martin St., Ligonier
 Sunthimer, Charles E., 5505 Guilford Ave., Indianapolis 5
 Sweeney, H. E., 1721 Charles St., Lafayette
 *Switzer, Charles Z., 1014 Brown St., Lafayette
 Swope, Lena D., 513 E. 20th St., Indianapolis
 Terrell, Homer H., 609 E. Morgan St., Martinsville
 Thomas, Alice Cary, 3922 New Haven Ave., Ft. Wayne 4
 Thomas, Charlotte C., 307 Lincoln, Indianapolis 2
 †Thomas, E. Glenn, Amboy
 Thompson, Mrs. Lillian, 2128 E. Chandler Ave., Evansville 14
 Thompson, Rose H., 2824 Boulevard Pl., Indianapolis 8
 Thornburgh, John W., 5210 Central Ave., Indianapolis
 Trueblood, Grace, Harrison School, Vincennes
 Van Cleave, Nelson R., McKeen School, Terre Haute
 Vandenbark, H. W., 1617 S. Union St., Kokomo
 Vice, Mrs. Mae, 416 W. Main St., Muncie
 Vinson, Cecil, 1229 S. Eighth St., Terre Haute
 Wadsworth, Mrs. Laura, 62 Layman Ave., Indianapolis
 Waldo, Mrs. Helen, Riley School, Muncie
 Walker, John S., McKinley School, Muncie
 Wallace, Harold W., Jefferson School, Muncie
 Walters, Herman G., 328 Kinsey St., Richmond
 Walters, Lee, 1118 S. Webster St., Kokomo
 Warner, Lawrence A., 2612 Waynwood Dr., Ft. Wayne 6
 Watson, Mozelle, E. Eighth, Box 14, Michigan City
 Webster, Maran, 680 Water St., Hobart
 Weldy, Allen, Lincoln School, Elkhart
 †Weldy, Myron D., 1141 Belmont Ave., South Bend 15
 Wheeler, Mrs. Edna Brier, 3909 State St., Rt. 1, Box 25, Indianapolis
 Whitaker, H. E., 1706 W. Wyoming St., Indianapolis 3
 Whitchorn, Nettie, R.R. 8, Columbus
 Whittier, C. Taylor, 450 Cleveland St., Gary
 Wichl, Irene S., 2035 N. Meridian, Indianapolis 2
 Wiles, Eva Y., 528 N. Central Ct., Indianapolis 5
 Williams, M. O., 120 N. Vine St., Plainfield
 Wilson, Flora A., 314½ W. Main St., Crawfordville
 *Wilson, John W., 1525 S. Indiana Ave., Kokomo
 Wilson, Reba M., 904 W. Sixth St., Anderson
 Witham, Lewis F., 246 Oakwood St., Hammond
 Witt, Mrs. Elizabeth R., Calvin Kendall School, Tenth and Wallace, Indianapolis
 Wright, Dr. Wendell W., Dean, Junior Division, Indiana University, Bloomington
 Wyand, Ralph B., 300 S. Washington, Danville
 Young, I. Charles, Clayton School, Marion
 Youngman, Charles W., 60 Kenmore Rd., Indianapolis 1
 Zedekar, James L., Emerson School, Muncie

IOWA

- Aarvig, Bertha O., 1234 Second Ave., N. Ft. Dodge
 Ahearn, Bess, Emerson School, Waterloo
 Anderson, Eleanor, Dodge School, Council Bluffs
 Anderson, Emma, Perkins School, Des Moines
 Andrews, Harry O., 608 N. A. St., Oskaloosa
 Ann, Sister M., Gertrude, O.S.F., Briar Cliff College, Sioux City
 Ayer, M. Dorothy, 2 Park Pl., Keokuk
 Bell, Ada E., 933 Bank St., Webster City
 Bethel, Hollie, 216 N. 34th St., Council Bluffs
 Beverley, Florence, Longfellow School, 416 Lincoln St., Waterloo
 Bjorklund, Mrs. Ethel, 25½ S. Fred, Oelwein
 Blanchard, Kathryn, 1226 48th St., Des Moines 11
 Bloom, Nellie R., Park School, Harlan
 Bregman, Henry, Fulton School, Dubuque
 Brodeen, Mrs. Helen, 1618 Smith St., Burlington
 Bures, Henriette, 1816 Seventh Ave. S.E., Cedar Rapids
 †Campbell, Isabella J., Garfield School, Cedar Rapids
 Carlson, Evelyn M., Beardshear School, Ames
 Carter, W. Monroe, Hayes School, Davenport
 Cartwright, Lotie, 305 E. State St., Marshalltown
 †Chidester, June, 301 W. Washington St., Fairfield
 Christian, S. A., Washington School, Keokuk
 Coates, Rheda, Perkins School, Burlington
 Coon, Hazel E., 14½ First St. S.E., Mason City
 Crumrine, Jeannette, 416½ Western Ave., Waterloo
 Currens, Jean, Lincoln School, Cedar Rapids
 Davis, Emma Jane, Kirkwood School, Iowa City
 Dekker, Marion, 766 Warden Apts., Ft. Dodge
 De Kock, H. C., Supt. of Schools, Tipton
 Dickerson, Blanche, 809 S. Fifth St., Perry
 Dieterich, Hilga, 521 Seminary St., Dubuque
 Donohue, Marjorie, 516 12th St. S.E., Cedar Rapids

- Dunaway, Dorothea, Franklin School, Hampton
 Eckstein, Catherine, 1558 Bever Ave. S.E.,
 Cedar Rapids
 Edwards, Ada H., 305 E. Broadway, Fairfield
 Faint, Agnes, 808 W. Second, Waterloo
 Ferry, Margaret, Ida Grove
 Finch, Bertha O., 3900 Sixth Ave., Sioux City
 Ford, Margaret, 303 South D St., Fairfield
 Frager, Hattie, Irving Bldg., Marion
 Frank, Emily, Luther College, Decorah
 Frary, Marion B., Lincoln School, Burlington
 Frey, Augusta M., 1226 Rhomberg Ave., Du-
 buque
 Friedrichsen, Lillie, 403 Grandview Ave., Mus-
 catine
 Funk, C. E., 302 N. Madison, Bloomfield
 Gardner, Alice, Flint Hills School, Burlington
 Garrett, H. L., Grant School, Waterloo
 Grant, Mrs. Hazel Z., Hawthorne School, Inde-
 pendence
 Griffin, Vera L., 214 E. Pleasant St., Maquo-
 keta
 Gritzer, Florence, Hayes School, Cedar Rapids
 Grupp, Mrs. Mabel B., Lincoln School, Water-
 loo
 Haggen, Sarah, Biltwell Apts., Ft. Dodge
 Hall, Ethel, 21 N. Georgia, Mason City
 Hall, Mary E., 1600 Willson Ave., Webster
 City
 Hansen, C. Arthur, Supt. of Schools, Clearfield
 Harrington, Dorothy C., 204 First Ave. N.E.,
 Oelwein
 Hatten, Ruth M., Roosevelt School, Perry
 Hayes, Fern A., 766 Warden Apts., Ft. Dodge
 Hayes, Leslie M., Supt., Iowa School for the
 Blind, Vinton
 Heathershaw, Mae, S.W. 21st St. and Stanton
 Ave., Des Moines 15
 *†Helbig, Esther F., 1033 Melrose Ter.,
 Dubuque
 †Hensleigh, Albert D., 117 Richard St., Iowa
 City
 Hill, Raymond, Tyler School, Cedar Rapids
 Hixenbaugh, H. C., 804 Haynes Ave., Center-
 ville
 Hogan, Rachel, 317 N. Ninth St., Ft. Dodge
 Horgen, Gladys, Box 153, Decorah
 Horn, Dr. Ernest, State University of Iowa,
 Iowa City
 Howard, Clara May, 123 N. Adams St.,
 Osceola
 Howard, Madiline, 111 Fifth St. S.W.,
 Waverly
 Hoyman, W. H., Supt. of Schools, Indianola
 Johnson, Bess R., Smouse School, Des Moines
 Kauphusman, Marie V., 431 Fifth Ave. S.,
 Clinton
 Keane, Eva M., 1118 Center Pl., Dubuque
 Kerrigan, Elizabeth, 1216 Scott St., Davenport
 Killins, Doris E., 304 McGee Ave., Council
 Bluffs
 Kirlin, Vernon L., 606 S. Fifth St., Oskaloosa
 Kistler, Gladys H., Storm Lake
 Kitch, R. L., 456 Burton St., Sioux City
 Knodle, Mary E., 220 First St. N.E., Hampton
 Kober, Marie, 2 S. Adams, Mason City
 Laing, Otto B., Supt. of Schools, Algona
 Lamar, Elizabeth Lee, Bryant School, Sioux
 City
 Lane, Zelda, Saunderson School, Burlington
 Lauritzen, A. E., Co. Supt. of Schools, Algona
 Lester, Miriam L., Supvr., East High School
 Bldg., Waterloo
 Lightfoot, Lorene, 2640 Cottage Grove, Des
 Moines 11
 Lindsley, Clyde T., Johnson School, Cedar
 Rapids
 Loban, Myra E., 349½ Vine St., Waterloo
 Loban, R. Lucile, Lafayette School, Waterloo
 Malony, William N., Bloomer School, Council
 Bluffs
 March, Lucile, Floyd School, Sioux City 19
 Marlin, Martha, Bryant School, Dubuque
 McArthur, Jessie I., 700 W. Main St.,
 Cherokee
 McCall, Flossie P., 524 First Ave. E., Newton
 McFarland, Mrs. Lucille, Glick School, Marsh-
 alltown
 McKittrick, Clara, Irving School, Waterloo
 McMurray, Ida, 114 N. Second St., Marshall-
 town
 Meek, Margaret, Leon
 Meneough, Frances, Byron Rice School, Des
 Moines 10
 Meredith, Reva Zoe, 515 N. Fourth Ave. E.,
 Newton
 Miller, Jennie H., 503 W. 12th St. S., Newton
 Miner, Myrtle B., 1411 Sixth St., Perry
 Moorman, Mrs. Etta, Grimes School, 804 Wal-
 nut St., Burlington
 Morgan, Doris M., 2404 Forest Dr., Des
 Moines 12
 Nau, Mrs. Helen G., Sunnyside School, Bur-
 lington
 Nelson, Almada G., Victoria Hotel, Des Moines
 Nelson, Nanna, 1816 Fifth Ave. S.E., Cedar
 Rapids
 Nielson Christina E., Lincoln School, 732 11th
 Ave. S., Clinton
 Nodland, Marvin T., Box 1557, Sioux City 8
 Olson, Lillian B., Box 173, Spencer
 Osborn, Edward E., 507 S. Fourth Ave. W.,
 Newton
 Othmer, A. Maree, Garfield School, Muscatine
 Parker, Clyde, Supt. of Schools, Cedar Rapids
 Patterson, Edith E., 2005 E. 29th St., Des
 Moines 17
 Pease, C. I., 2605 47th St., Des Moines 17
 Peterson, Edna L. E., 1618 E. 13th St., Des
 Moines
 Peterson, Evelyn, Dir. of Elem. Educ., East
 High School Bldg., Waterloo
 Phillips, Ruth, 1400 Second Ave. S.E., Cedar
 Rapids
 Pogge, Lucile G., Van Buren School, Cedar
 Rapids
 Pritchard, Ruth B., 2801 Grand Ave., Des
 Moines 12
 Putnam, Kathryn, 115 Platner St., Council
 Bluffs
 Raich, Carrie, 824 N. 12th St., Keokuk
 Ridgeway, Grace, Asst. Prin., Douglas School,
 Des Moines
 Rownd, Nellie M., 1113 W. 23rd St., Cedar
 Falls
 Ryan, Grace M., 1265 Langworthy Ave.,
 Dubuque
 Schindhelm, Margaret M., 218 E. Market St.,
 Iowa City
 †Schroeder, Elsa, 865 Rose St., Dubuque
 Scott, Eva B., 108 Kirk Apt., Mason City
 Seavy, Donald, 534 S. Clark St., Iowa City
 Shepoiser, Lawrence H., Supt. of Schools, Inde-
 pendence
 Skovlin, Mrs. Blanche D., 22 N. Adams Ave.,
 Mason City
 Smithy, Annie, 1400 Second Ave. S.E., Cedar
 Rapids
 Snell, Mrs. Hazel, Emerson School, Marion
 Spies, Mrs. Edna I., Dixon
 Spitzer, Dr. Herbert F., University Elementary
 School, Iowa City
 Spooner, E. Lucile, 405 S. 12th St., Centerville
 Sprague, Ina L., 1132 Elm St., Grinnell
 Steimetz, Anna M., 2175 Rosedale Ave., Du-
 buque
 Stephenson, W. D., 427 Lane St., Waterloo
 Strahan, Jenna, Taylor School, Cedar Rapids
 Streep, Mildred, Onslow
 Taff, Lucy, 412 N. Seventh St., Ft. Dodge
 Tansey, Verne J., 324 Prospect Ave., Waterloo

Tapper, Inga B., 348 Forest Dr. S.E., Cedar Rapids
 Thada, Lillian B., 200 W. Grimes St., Fairfield
 Thorne, N. Ferne, Washington School, Des Moines 15
 Toohy, Blanche V., 6030 N. Waterbury Rd., Des Moines 12
 Vanderlinden, J. S., Supt. of Schools, Perry
 Walker, Hazel Pearl, High School, Hudson
 †Walters, Marjorie, Pres., Dept. of Elem. School Prin., Natl. Educ. Assn., 325 16th St N.E., Cedar Rapids
 Weisbrod, Florence E., 2600 Kingman, Des Moines
 Whitenack, Ethel, 10 W. Boone St., Marshalltown
 Wilcox, Leona, 1916 44th St., Des Moines
 Williamson, Estella, Box 27, Fairfield
 Wilson, Anne G., 1038 Jefferson St., Ottumwa
 Yeager, W. C., 3800 Garrettson Ave., Sioux City 20
 Zinn, D. D., 2208 Grandview Blvd., Sioux City 18

KANSAS

Adams, Alice, Hawthorne School, Kansas City 2
 Allen, Lora, 708 S. Catalpa St., Pittsburg
 Anderson, Melonee, 2115 N. Fifth, Kansas City
 Anderson, Myrtle, Oakdale School, Salina
 Barber, L. J., Seventh and Main, Shawnee
 Barclay, Margaret, Frances Willard School, Kansas City
 Bassett, Everett I., Stowe School, Kansas City
 Baxter, Marlin B., Bluemont School, Manhattan
 Bergman, F. V., Supt. of Schools, Manhattan
 Bernstorff, Lydia S., Elem. Supvr., High School Bldg., Winfield
 Billipsley, Will, 323 E. 17th St., Hutchinson
 Blanka, Harley A., 115 N. Madison, Junction City
 Boner, Helen A., 3015 Parallel, Kansas City
 Borders, Fernan N., Lenexa School, Overland Park
 Boughton, Nell F., 718 Union, Emporia
 Bowby, C. Earl, 628 S. Spruce, Wichita
 Briggs, P. O., Lakeside School, Pittsburg
 Brotherson, Marie, Whitmore School, Kansas City
 Brown, Alma J., 0121 Iowa St., Winfield
 Bucher, Martha, Quindaro School, Kansas City
 Buennige, Lucile, South Park School, Salina
 Burk, Clyde, 528 E. Sherman, Hutchinson
 Burke, Joe, 2718 Lee Ct., Topeka
 Carle, Midget, 926 Walnut St., Emporia
 Carr, Oscar T., Longfellow School, Wichita 11
 Cartwright, Russell, Cleveland School, Coffeyville
 Casebolt, Grace, Roosevelt School, Hutchinson
 Cashman, Lola H., 902 N. Sum, Arkansas City
 Conger, Myrtle, 104 S. Glendale, Wichita 8
 Cook, Maurice E., 5454 E. Bruce, Wichita 10
 Coyne, Roscoe, 1828 N. Main, Hutchinson
 Craig, Johnnie, Copeland
 Cron, Gerald W., Skinner School, Wichita
 Crossfield, Ruth, Roosevelt School, Chanute
 Crump, Leah E., Kealing School, Kansas City
 Culp, Warren A., Washington School, Independence
 Dalke, Robert W., Box 237, Windom
 Davis, Mapes, L. M. Alcott School, Kansas City
 De Wald, Eva, Box 453, Russell
 Dicks, M. Alice, 715 Elm St., Lawrence
 Dirks, J. K., Gardiner School, Wichita
 Dowd, Gertrude, 1622 Mentor, Wichita 12
 Easley, Ola, 1016 S. Cedar, Ottawa
 Easter, Bruce C., 819 W. Walnut, Salina
 Edgerton, Dene R., 6827 Lamar, Overland Park
 Entz, Aganetha, Hawthorne School, Salina

Erickson, Anna, Major Hudson School, Kansas City
 Erickson, Esther, McKinley School, Kansas City
 Erikson, Etna H., 3821 Sleepy Hollow Dr., Wichita
 Espenlaub, Dorothy, J. J. Ingalls School, Kansas City
 Estes, Bonnie, 706 W. Fourth St., Coffeyville
 **Evans, Myrtle M., Abbott School, Kansas City
 Fordyce, Charles A., 2511 W. 50th St., Kansas City 3
 Foreman, Anna, Emerson School, Wichita 5
 Fultz, Mrs. Rose, Central School, Pittsburg
 Gaiser, Marie, R.F.D. 2, Leavenworth
 Gammon, Delore, Dir. of Elem. Educ., 428 S. Broadway, Wichita 2
 Glasgow, Mattie M., 429 N. 17th St., Kansas City
 Gray, Maude, 236 N. 18th St., Kansas City
 Gunzelman, D. Edna, 1005 Chestnut, Emporia
 Guthridge, Wallace H., Supt. of Schools, Parsons
 Hall, Marguerite, Attucks Schools, Kansas City
 Hanna, Mrs. Carrie W., Stilwell
 Hardy, Myra, Rt. 3, Arkansas City
 Hargaline, C. D., Montezuma
 Harrison, Mabel B., Elementary School, Overland Park
 Hartford, May, 108 E. 14th St., Hutchinson
 Hasenbank, Alvin, 112 E. Seventh, Newton
 Hawkins, Mildred, Snow School, Kansas City
 Haws, Nina, 315 N. Lorraine, Wichita 8
 Hefflinger, Neva, 226 W. Second, Junction City
 Hendrickson, Alta M., Cons. Schools, Oakley
 Henry, John M., Washington School, Great Bend
 Hepler, Elizabeth, Mark Twain School, Kansas City
 Higgins, Harold H., Waco School, Wichita 4
 Hollenbeck, Mrs. O'Neita, 318 N. Evergreen, Chanute
 Houk, Laura L., Webster School, Wichita
 Howard, Ivy, Morse School, Kansas City
 Hubanks Mrs. Estella, 527 S. Hillside, Wichita
 Husser, Juanita, North Broadway School, Leavenworth
 Irwin, Madaline, Emerson School, Kansas City
 Jacobs, Esther, Bancroft School, Kansas City
 Jones, Willie Belle, 3111 Washington, Parsons
 Junker, Wilma, Bryant School, Kansas City
 Kauffman, L. L., 1321 Buchanan St., Topeka
 Kelly, Beulah, Fairfax School, Kansas City
 Kennedy, Opal Jayne, 735 Ohio St., Lawrence
 Kenton, Lola, Chelsea School, Kansas City
 Kerr, Orville, Lincoln School, Hutchinson
 Kinsey, Gladys, 647 Ann, Kansas City
 Kirkham, Mildred, 936 New York St., Lawrence
 Klick, Frances N., 1005 W. Main, Chanute
 Knarr, Irene, Garfield School, Parsons
 Lamb, Clara S., Gould Hotel, Kansas City
 Lawson, E. M., 316 Kiowa, Leavenworth
 Legler, Mrs. Sue Todd, 119 Fourth Ave., Leavenworth
 Lewis, Daniel W., 1204 Everett, Kansas City
 Lindhorst, Genevieve, Columbian School, Kansas City
 Lowe, Harold E., 5637 Wall St., Merriam
 Lowe, Jessie H., 915 N. Spruce St., Kingman
 Lumb, Mark, 349 Medford Ave., Topeka
 Malcolm, Stamey L., 1205 Elm St., Hays
 Mathies, Louise E., Beloit
 Matthews, Georgia R., Box 870, Garden City
 Mayberry, Glenn, Grade School, Harper
 McConnell, Mabel, Riverview School, Kansas City
 McCormick, Anna, Bartlett School, Salina
 McNaughton, Lola, Parker School, Kansas City
 Meeks, Hazel, 822 N. 17th St., Kansas City

Meyer, Mrs. Emma, 614 W. Myrtle, Independence
 Miller, Elizabeth S., 4132 Rainbow Blvd., Kansas City
 Miller, Siropra I., Lincoln School, Kansas City
 Mills, Margaret, Bartlett School, Salina
 Mitchell, Ruth, Lowell School, Salina
 Moore, Floyd V., 1749 S. Martinson, Wichita 12
 Moore, Wilmie, 104 E. Sixth, Hutchinson
 Nelson, Sarah H., John Fiske School, Kansas City
 Nelson, Sylvia, 1017 N. Fifth, Atchison
 Noel, Carroll, Supt. of Schools, Wakeney
 Noel, Pearl, 2403 Broadway, Great Bend
 O'Brien, Dr. F. P., University of Kansas, Lawrence
 Olson, Lillian, Franklin School, Salina
 Parks, Helen Mae, Franklin School, Kansas City
 Peed, Julia A., 114 N. Plum, Hutchinson
 Peizer, Helene, 326 S. Yale, Wichita 8
 Perkins, Edna K., 118 Columbia, Augusta
 Pett, Susie, Phillips School, Salina
 Poort, Milton C., Potwin School, Topeka
 Porter, Mrs. Caroline W., 1628 Corning, Parsons
 Rehstein, Clara O., 511 N. Belmont, Wichita 6
 Reedy, Mrs. Lesh Mary, McKinley School, Parsons
 Rennick, Hilda, 4009 Eaton, Kansas City 16
 Rider, Paul B., Irving School, Wichita
 Rippey, Winifred C., 5618 Walnut, Kansas City
 Roberts, Grace, Whittier School, Kansas City
 Robinson, Ella V., 1216 Washington Blvd., Kansas City
 Scott, Bertha B., 1512 Baker St., Great Bend
 Shaw, John, South School, Paola
 Sheldon, E. R., Supt. of Schools, Great Bend
 Simmons, Hazel Lee, 1646 Barker, Lawrence
 Singer, Mrs. Mary, Park School, Wichita 5
 Sidel, Bessie, Lake City
 Smith, Blanch, 1803 S. Joplin, Pittsburg
 Smith, Wallace, Tumor
 Snyder, Laura, 1345 S. Clifton, Wichita
 Sparks, Elizabeth A., Central School, Kansas City
 Stateler, L. G., Rt. 2, Hutchinson
 Stockhoff, Clara, Bethel
 Strimple, Orville F., Shorey School, Topeka
 Tannahill, Myrville, 1220 N. Fourth, Arkansas City
 Thornburg, Mrs. Winnie C., 201 S. Chautauqua, Wichita 8
 Tinder, Charles, Avenue A School, Hutchinson
 Tipton, Mrs. Mabel, 3 N. Walnut, Paola
 Todd, Susan, 2141 Rhode Island, Lawrence
 Tomlinson, J. R., Lincoln School, Independence
 Waldron, Mrs. Elsie, 2111 N. 29th St., Kansas City
 Walker, Vivian, 700 N. Water St., Pittsburg
 Watkins, Levi, Douglas School, Parsons
 Webster, Mrs. Lillian M., 632 Mississippi St., Lawrence
 Wetlaufer, C. P., Highland Park School, Topeka
 Williams, Ermah C., 724 W. First Ave., El Dorado
 Wilson, Frank E., Moran
 Woodard, R. C., Dir. of Elem. Educ., Junior College, Hutchinson

KENTUCKY

Allen, Mrs. Robbie B., 239 S. Seminary St., Madisonville
 Ambrose, Sister, 1731 Edenside Ave., Louisville 4
 *Anderson, A. E., Robert D. Johnson School, Ft. Thomas
 Barbour, Carl J., 1771 W. Ormsby, Louisville 10

Belcher, E. W., 671 Madlon Ct., Louisville 11
 Bennett, Mrs. Mackie E., Center Street School, Bowling Green
 Blanton, George S., Second Street School, Frankfort
 Bohlinger, Joseph H., Arnold School, Newport
 Borman, Helen, 1314 Highland Ave., Louisville 4
 Bowling, J. D., High School, Hazard
 Bridges, Russell E., Highlands High School, Ft. Thomas
 Brown, G. H., 314 Pearl St., Louisville 2
 Brown, J. B., 617 High St., Frankfort
 Brown, William R., Rt. 1, Morning View
 Browning, Mary, Supvr. Kdgn.-Primary Educ., 506 W. Hill St., Louisville 8
 Burdette, Pauline, Lebanon
 Campbell, Lewis, Weeksbury
 Chapman, Edith A., 2441 Carter Ave., Ashland
 Cole, Mary Isabelle, Western Kentucky Teachers College, Bowling Green
 Coleman, Mabel L., 633 E. Hill St., Louisville 8
 Cooper, D. T., Box 1137, Paducah
 Cooper, J. Bryant, S. C. Taylor School, 1228 Liberty St., Louisville 3
 Cravens, Mary Lee, 519 Griffith Ave., Owensboro
 Damron, Rediford, Pikeville College, Pikeville
 Demaree, Ona Belle, 4020 Garland Ave., Louisville
 Dennis, Lalla, 1600 S. Main St., Hopkinsville
 Drewry, Jewel, 3222 Lexington Rd., Louisville 6
 Dunn, D. Y., Supt., Fayette County Schools, Court House, Lexington 6
 Esch, Bianca, Clark School, Louisville 6
 Estes, Kenneth A., 1713 E. 17th St., Owensboro
 Ewan, Mrs. J. V., Kenwick School, Lexington
 Finley, Mrs. Brucetta, 725 S. Fifth, Paducah
 Fishback, Mrs. James, 210 Burns Ave., Winchester
 Franklyn, Mrs. Virginia H., 1305 Cypress St., Louisville 11
 Gabby, Susan, 404 Rose Lane, Lexington
 Guthrie, Cora, Eastwood
 Hancy, Mrs. John F., Box 444, Catlettsburg
 Hatfield, Herbert L., 307 Kingston Ave., Louisville 8
 Heavey, Eliza B., 2427 Glenmary, Louisville 4
 Hopper, Mrs. Lawrence M., Tompkinsville
 Houston, G. Brisco, 429 Alves St., Henderson
 Johnson, Sheila, Woodfill School, Ft. Thomas
 Jones, Thelma W., Beechwood High School, Ft. Mitchell
 Kelley, Nora S., I. N. Bloom School, 1627 Lucia Ave., Louisville 4
 Lancaster, J. W., Supt., Garth City School, Georgetown
 Lents, R. V., Constance
 Liggins, C. A., 3011 River Park Dr., Louisville
 Logan, Lillian, 2024 S. Second St., Louisville 8
 Lovely, Lucile, 141 Owsley Ave., Lexington 27
 Martin, L. Pearl, 121 Adair St., Shelbyville
 Martin, Ruth, Strother School, 1337 Dixie Highway, Louisville 10
 Matthews, Edward H., Auburn School, Auburn
 Maupin, Audrey, Albany
 May, J. Truman, Bremen
 May, Rex Lee, 119 W. 22nd St., Owensboro
 McCarty, Nettie, Ewing
 McClure, Hannah H., 504 S. Maple St., Winchester
 McClure, Mary E., 2313 W. Jefferson, Louisville 12
 McDaniel, Lottie, 1824 S. Main St., Hopkinsville
 McKee, Josephine, 1522 Edgewood Pl., Louisville 5
 McLain, Alma, First District School, Maysville
 Mitchell, Mary, 911 Walnut St., Owensboro

282 (Kentucky)

Moor, Dellard, Consolidated School, Sonora
Newbern, Mignon, 273 E. Maxwell, Lexington 8
Nichols, Mary, Edmonton
Owens, Louis M., Star Route, Perryville
Pates, Jeanette W., Ashland School, Lexington 37
Patton, Lula S., Bayliss School, Ashland
Pendleton, Sallie E., Medora School, Valley Station
Perkins, Harry D., 2115 Maryland Ave., Covington
Phillips, Verna A., Cortlandt Hotel, Louisville 3
Proctor, Sue, Ruth Moyer School, Ft. Thomas
Racke, Amelia, Alexandria
Ragland, Anna Lou, Richelieu
Ransdell, Mary E., Maxwell School, Lexington
Reynolds, Eddie, Ruddles Mills School, Rt. 3, Paris
Richmond, Patty, Box 590, Pikeville
Ripley, Mrs. Rosalie W., 2031 Jefferson, Paducah
Rogers, Jennie, Broadway School, Danville
Rowland, Dr. W. T., 120 Walton Ave., Lexington
Rudisill, Mabel, Western Kentucky State Teachers College, Bowling Green
Scott, Aileen, 603 Frederica, Owensboro
Seekamp, Adelaide, 1634 Lucia Ave., Louisville 4
Smith, Mrs. Lucy Harth, Booker T. Washington School, Lexington 24
Soper, Mrs. Oma Smith, Picadome School, Lexington
Spurgin, Lucy, Rt. 1, Box 491, Louisville 7
Stanley, Mrs. Emma M., 1925 Duker Ave., Louisville 5
Strother, J. Park, 16 E. 18th St., Covington
Stutz, Elsa, 2210 Sherwood, Louisville 5
Sutton, Elizabeth W., Rural Supvr., Box 613, Jackson
Toliver, Mrs. Edna Lanier, Maple Avenue School, Danville
Walker, J. M., 120 Brank St., Greenville
Walker, Mary V., 1414 E. Seventh St., Hopkinsville
Watson, Clay V., Calhoun School, Calhoun
Weaver, Helen M., Beechmont School, Louisville
Webster, Nelba J., Jonesville
Weibel, Elise, 2210 Sherwood, Louisville 5
Wellington, Mrs. L. D., 130 W. Ormsby, Louisville
Willett, Mattie M., 2319 Hale Ave., Louisville 10
Wilson, Mrs. Lucile G., Russell Cave School, R.R. 3, Lexington
Withrow, Ada B., 446 Chestnut St., Lexington 43
Wright, Chloe, Kehoe

LOUISIANA

Abadie, Lauraine M., 5870 Vicksburg St., New Orleans 19
Aiken, E. S., School Board Office, Alexandria
Allain, Daniel A., Jr., 800 N. Rendon St., New Orleans 19
Anderson, Laura, 5625 Loyola Ave., New Orleans
Arnau, A. W., Hoffman School, New Orleans 13
Bains, Mary, 440 McCormick, Shreveport
Bauduit, A. Leonie, 4849 Chestnut St., New Orleans 15
Bayne, I. D., Elementary School, Sulphur
Becker, Ernest O., Asst. Supt., 1683 N. Claiborne, New Orleans 16
Bell, Charles B., 2907 Milan St., New Orleans 15

ELEMENTARY SCHOOL PRINCIPALS

Bergeron, Mrs. Desire J., Rt. 2, Box 56 K, Houma
Bossier, Antonia M., 3024 Second St., New Orleans 13
Boyd, Mrs. A. F., 3009 Scenic Highway, Baton Rouge 7
Boyet, Mrs. Ethel M., 2421 Highland Ave., Shreveport
†Brunnerhof, Edna G., 5850 Vicksburg St., New Orleans 19
Bryson, Ruth, 1018 Jacobs, Shreveport
Buatt, B. B., 110 E. Tenth St., Crowley
Buisson, James A., 2627 LaHarpe St., New Orleans
Cathcart, J. L., Box 748, Minden
Causey, J. P., High School, Oak Ridge
Davey, Anna C., Merrick School, 2319 Valence St., New Orleans
David, Charles M., Jr., Jarreau
De Cou, L. V., Hodge
Dedeaux, Maude R., Craig School, 1423 St. Philip St., New Orleans 16
Delaney, J. M., Central School, 526 Beauregard St., Alexandria
†Dixon, Florence E., 2624 Verbena St., New Orleans 17
**†Doerr, Loretta R., 721 St. Philip, New Orleans 16
Dolphin, Mary, 6330 Loyola Ave., New Orleans
Doyle, A. C., 531 Slattery Blvd., Shreveport
Dumestrie, Helen B., 3703 Louisiana Ave., New Orleans
Dupont, Avis J., Dupont School, Rt. 2, Cottonport
Dupont, Carroll L., Box 496, Houma
Durand, L. A., Elementary School, Eunice
Durham, Mrs. Ella B., 717 Kings Highway, Shreveport
Echezabal, Elvina, 2034 Ursuline, New Orleans
Edwards, Mrs. Alice, Jewella School, Shreveport
Ewing, Mrs. T. S., New Iberia
†Fehrenbach, Marguerite C., 4218 Loyola Ave., New Orleans 15
Fernon, Hermia, 4220 Franklin Ave., New Orleans 17
Ferran, Rose, 3515 Napolenn Ave., New Orleans 15
Foil, H. E., Elementary School, Franklinton
Fougere, Hazel M., 960 Wilson Dr., New Orleans 19
Fulham, Ruth D., Div. of Guidance, 703 Carondelet St., New Orleans 13
Gilbert, Mrs. R. E., Box 1030, Tallulah
Glover, Mrs. Edna Karr, 211 Nashville Ave., New Orleans 15
Goldenberg, Rachel, 142 Herndon, Shreveport
Gosselin, Mrs. Kathryn, Box 63, Bastrop
Grehan, Carrie M., 5121 St. Charles Ave., New Orleans 15
Hanley, Agnes, McDonogh School No. 23, 719 S. Carrollton Ave., New Orleans 18
Harney, Edgar P., Thomy Lafon School, 2916 S. Robertson St., New Orleans 15
Himel, Roy A., Napoleonville
†Hinrichs, Amy H., 2706 Dublin St., New Orleans 18
Hughen, Mrs. Ruth Lee, 322 Albany St., Shreveport 20
Jones, Francis L., 444 Ockley Dr., Shreveport
Jones, John A., 305 Bossier St., Natchitoches
Jones, William H., 4129 Willow St., New Orleans 15
Keitz, Henrietta C., 2132 Broadway, New Orleans 18
Kevin, Zita, 1202 N. Dupre St., New Orleans 19
Laborde, Ben F., Box 427, Marksville
La Fleur, Laure, 1801 Florida St., Baton Rouge 8
Lanier, Jack F., Roseland
*Ledet, Edna, Box 328, R.D., Raceland

LIST OF MEMBERS

(Maryland) 283

Le Jeune, Curby J., Oil Field School, Evangeline
 Littlejohn, Augusta Pugh, 1221 Leontine St., New Orleans 15
 Longe, George, 1625 Milton St., New Orleans
 Marionneaux, P. E., Shady Grove High School, Rosedale
 Markey, Ruth, 6038 Canal Blvd., New Orleans 19
 Mascara, Ruth, 4722 Venus St., New Orleans
 McAuliffe, Katherine, Pilottown
 McLehany, Willie Belle, 557½ Merrick, Shreveport
 Messelwhite, S. A., Oberlin
 Meyer, Elise, McDonogh School No. 28, Esplanade and White St., New Orleans
 Miller, C. C., 125 Sutton Ave., Houma
 Moore, Loretta, 2038 General Taylor St., New Orleans 15
 *Muton, Dalton V., 227 Vermillion Blvd., Lafayette
 Murphy, Ellen L., McDonogh School No. 11, 2009 Palmyra St., New Orleans 19
 Nogress, Mrs. E. R., R. D., Box 18-A, Thibodaux
 Payau, Blanche, 607 Coffin Ave., New Orleans
 Pellegrin, Lionel O., Maplewood School, Maplewood
 Perry, C. L., High School, Rodessa
 Persac, Mrs. Linnie B., 2506 Hundred Oaks Ave., Baton Rouge
 Peters, Mrs. L. W., 4556 Vanderbilt Dr., Baton Rouge
 Petr, Zoe, R. D., Box 315, Westwego
 Pfeiffer, Henneseta O., 5640 Dauphine, New Orleans 17
 Poncet, Aimee J., 703 Carondelet St., New Orleans 13
 Resweber, I. P., Central School, Bastrop
 Richards, J. O., Jr., 2715 Danneel St., New Orleans 13
 †Roger, Rita M., 2815 St. Claude Ave., New Orleans 17
 Rousseve, Charles B., 1323 Columbus St., New Orleans 16
 Ruffo, Leona B., 2215 Pine St., New Orleans
 Rugg, L. S., Bush Avenue School, Alexandria
 Rundell, W. C., Elementary School, Jonesboro
 Russo, Adeline, Box 268, Abbeville
 Rutledge, J. W., Crosley School, West Monroe
 St. Dizier, A. J., Central School, Lake Charles
 Schwartz, Joseph, 1026 St. Ferdinand St., New Orleans
 Shinnault, Mrs. Lena H., Caddo Heights School, 1505 Summers St., Shreveport
 Short, Alice, Atkins School, Shreveport 25
 Snelling, Vera, 114 Preston Ave., Shreveport
 Spier, Ruth, East Side School, Bastrop
 Stafford, T. L., Opelousas
 Steidtmann, Charles, 1421 Hillary St., New Orleans
 Strassel, May E., 218 Verret St., New Orleans
 Suberille, Mrs. Anna V., 2479 Verbena, New Orleans
 †Sullivan, Violet M., 1105 Jefferson Ave., New Orleans
 *Tubre, B., Rosenthal School, Alexandria
 *Verret, Jesse J., La Grange School, Lake Charles
 Vickner, Adele, Higgins School, New Orleans
 Villarrubia, Nelda, 445 Fairway Dr., New Orleans 18
 Walker, Calanthe, 919 Marengo St., New Orleans
 *Watson, Genie, 457 Laurel St., Baton Rouge 8
 Webb, Bertha, Box 5573, Drew Sta., Lake Charles
 White, J. Arthur, 4217 Orleans Ave., New Orleans 19

Will, Alma V., 2318 Dublin St., New Orleans 18
 *Williams, Fannie C., 2121 Annette St., New Orleans 19
 Wossman, Julia C., 313 Wood St., Monroe
 Wright, L. Zenobia, 2515 St. Philip St., New Orleans

MAINE

Ambrose, Edward S., 6 Gothic St., South Paris
 Belleau, Eglantine, Garcelon School, Lewiston
 Boone, Mary P., 193 North St., Milltown
 Burke, Sarah T., 23 Pleasant St., Lewiston
 Cullen, William M., 178 College St., Lewiston
 Curtis, Mrs. Amy M., Patten
 Holgate, Ruth, 389 College St., Lewiston
 Holmes, Helena E., 24 Howard St., Lewiston
 Kent, Mrs. Clara A., 105 Richland St., South Portland
 Mather, Richard B., Frank C. Frisbee School, Kittery
 Murray, Ruth A., 30 E. Kidder St., Portland 5
 O'Brien, Mrs. Esther, Freeport
 Pratt, Mrs. Edna L., 15 Bath St., Brunswick
 Purdy, Edna S., 60 Chestnut St., Gardiner
 Richardson, Edwin W., Rt. 2, Waterville
 Roberts, Wayne E., Redbank School, South Portland
 Rodick, Albert R., Fairmount School, Bangor
 Small, Dora L., Roosevelt School, South Portland
 Soule, Clara L., Room 60, City Hall, Portland 3
 Starbird, Myron E., 7 North St., Farmington
 Stetson, Aimee L., 42 Cumberland St., Brunswick
 Willard, Addie I., 74 Main St., Sanford

MARYLAND

Adams, Margaret, 5301 Bosworth Ave., Baltimore
 Alder, Grace, 1111 Lexington Bldg., Baltimore 2
 Alderton, Mrs. Loretta P., 8712 Colesville Rd., Silver Spring
 Andrews, Flora Ethel, Shady Side
 Anglin, Mrs. Mildred L., Riverdale School, Riverdale
 Arnold, E. Pearl, 4637 Reisterstown Rd., Baltimore 15
 Balsley, Nona S., 69 E. Antietam St., Hagerstown
 Bannatyne, Kate, Supv. Teacher, Garrett County, Gransville
 Barlow, Joseph T., 209 Washington Ave., Towson 4
 Bean, Harold, Little Orleans
 Beetham, Martha E., 1254 Woodbourne Ave., Baltimore 12
 Betts, Mrs. Ella Lee, Upton Street School, Salisbury
 Biggs, G. Marie, Box 42, Jessup
 Bishop, Elizabeth G., Bishopville
 Blacklock, Josiah A., 7201 Sparrows Point Rd., Baltimore 19
 Blonskey, Lula M., 407 Valley St., Cumberland
 Bond, Mrs. Margaret E., 3704 The Alameda, Baltimore 18
 †Bosley, Mrs. Elsie D., 640 Regester Ave., Baltimore 12
 Bosley, Estie, Finksburg
 Bourke, Jessie S., 106 Homewood Rd., East Linthicum Heights
 Bowers, Evan F., Westminster School, Westminster
 Brain, Earl F., Beall School, Frostburg
 Broome, Dr. Edwin W., Supt., Montgomery County, Rockville
 Brown, Edward W., Calvert School, 105 Tuscany Rd., Baltimore

- Brown, William L., 309 W. Seventh St., Frederick
- Browne, Annlea H., 138 Fairground Ave., Hagerstown
- Burdette, Eunice E., 5405 38th Ave., Hyattsville
- Burdette, Maxwell E., Gaithersburg School, Gaithersburg
- Carroll, Agnes, 402 Pulaski St., Cumberland
- Carroll, James G., School No 10, Hollins and Schroder Sts., Baltimore 23
- †Caudill, Miss Thomas Imogene, 111 Wood St., Frostburg
- *Cleaves, Frances M., 221 Howard St., Elkton
- Cobb, Stanwood, Country Day School, 17 Grafton St., Chevy Chase
- Cockran, R. Leroy, Elementary School, Glenburnie
- Colp, Louise R., 2904 Bunker Hill Rd., Mt. Rainier
- Collins, Mrs Gertrude Rowley, 804 Kentucky Ave., Cumberland
- Connor, Miles W., Coppin Teachers College, Baltimore 17
- Cook, Nellie, 100 Wilson Lane, Bethesda
- Coursey, Carolyn, Grasonville
- Crockett, Clara M., School 32, Guilford Ave. and Lanvale St., Baltimore 2
- Dawson, Mrs. Veronica P., Luthicum
- Dean, Myrtle E., 233 Elder St., Cumberland
- Delaney, Agnes V., Walbrook School, Baltimore 16
- Dellone, Augusta, School No. 23, Wolf St. at Gough, Baltimore 31
- Dennis, Mrs. Louise M., 2008 Druid Hill Ave., Baltimore 17
- Deppenbrock, Audrey R., 3116 Berkshire Rd., Baltimore 14
- Dewling, Helen I., School 34, Washington Blvd. and S. Cary St., Baltimore 30
- Dewling, Ruth E., School 76, Fort Ave. and Decatur, Baltimore 30
- Didier, Claudia B., 829 W. University Pkwy., Baltimore
- Dowling, Nellie F., Hammond Street School, Westernport
- Evans, William B., Jr., 7425 MacArthur Blvd., Bethesda 14
- *Ewing, Margaret T., Fort Howard School, Baltimore 19
- Fatkin, William, Luke School, Luke
- Filer, Grace E., West Side School, Cumberland
- Flake, Elizabeth, 445 Baltimore Ave., Cumberland
- Foltz, Clarence W., Boonsboro
- Fowble, J. Franklin, Chase School, Baltimore 20
- Fowler, Mrs Winifred, 814 Chester Ave., Eastport
- Frantz, Merle D., Elementary School, Oakland
- *Fugitt, Elizabeth, Center School, Greenbelt
- Fuller, Althea R., 830 Greene St., Cumberland
- Gains, Helen O'Boyle, Mullikin School, Mitchellville
- Gaither, Mrs Katherine R., 12099 Georgia Ave. Ext., Silver Spring
- Gerhardt, Lillian M., 3811 Barrington Rd., Baltimore
- Gilds, Franklin S., Uniontown School, Uniontown
- Glass, Sarah, Montgomery Arms Apt., Collesville Rd., Silver Spring
- Gloster, Mrs. Florence G., 1522 McCulloh St., Baltimore 17
- Goslee, Royce L., Preston
- Gough, Katharine L., Laurel
- Gruffee, Arthur H., Sykesville
- Griffiths, Mrs Ellen, School 225, Maisel and Nevada Sts., Baltimore 30
- Gue, Mrs Ruth, Elementary School, Rockville
- Guyton, M. Ruth, 3101 Belair Rd., Baltimore 13
- Hammond, Alvey G., Parkville School, Baltimore 14
- Harman, M. Helen, Dorsey School, Dorsey
- Harrison, Edith P., Crumpton
- Haslup, Mrs Laura K., Burtonsville
- Hawkins, Elmer T., Chestertown
- Hazzard, Graycie M., School 120, Robert St and Penn Ave., Baltimore 17
- Henault, Mrs. Gladys M., Upper Marlboro
- Henderson, Mrs. Elizabeth J., School 126, Sharp St. nr. Montgomery, Baltimore 30
- Henderson, Mrs Roberta H., School 111, Carrollton and Riggs, Baltimore 17
- Henson, C. E., Lincoln High School, Frederick
- Herman, M. Rosella, 4000 Chatham Rd., Baltimore 7
- Herman, Helen, 3717 Reisterstown Rd., Baltimore 15
- Heward, Lillie, Snow Hill
- Hickman, Mildred, 4328 Van Buren St., Hyattsville
- Higgins, Sarah E., Columbia Street School, Cumberland
- Hill, Mary C., 400 Camden Ave., Salisbury
- Hoover, L. Mabel, 1771 Homestead St., Baltimore 18
- Hopkins, Mrs Marguerite E. L., Box 323, Annapolis
- Hopkins, Nancy, Gambrills
- Hutton, Claire, Sherwood School, Sandy Spring
- Johnson, Mrs. Edna G., 2316 Montebello Ter., Baltimore 14
- Johnson, Eldred D., Mount Hays
- Jones, Jeannette, Box 66, Centerville
- Jones, Mrs. E. Romaine, 2432 Woodbrook Ave., Baltimore 17
- Jones, Martha R., 1514 N. Division St., Salisbury
- *Jones, Mrs. Rosena C., Main St., Pittsville
- Kain, Mrs Agnes H., Elementary School, Chevy Chase 15
- Kaufman, Gee L., 4703 Decatur St., Edmonston
- King, Norris A., Elementary School, Essex 21
- King, Olive E., Forestville School, Upper Marlboro
- King, Oliveine C., 131 Bloomsbury Ave., Havre de Grace
- Lamphear, Mrs. Louisa W., Box 37, Glen Dale
- *Larrimore, Mary A., Ridgely
- Lee, Lena K., 1818 Madison Ave., Baltimore 17
- *Lewis, Frank H., 515 Fairview Ave., Frederick
- Longridge, Mary M., Jackson School, Lonaconing
- Low, Mrs John R., Queenstown
- Magee, Marie C., 4219 Ridgewood Ave., Baltimore 15
- Manley, John F., 116 Wood St., Frostburg
- Martin, A. Lee, 7-A Oak Grove Dr., Middle River 20
- Martin, Katherine M., Elementary School, Hancock
- McCormick, Alice A., Barton
- McGeady, Loretto, Centre Street School, Cumberland
- McGugan, Mary J., 1100 Magruder Ave., Baltimore 28
- McGuire, Mrs. Rosalie, 2011 N. Fulton Ave., Baltimore 17
- McLain, Margaret D., 5516 Mattfeldt Ave., Baltimore 9
- McSweeney, Sister Isabelle, St Joseph's College, Emmitsburg
- Melvin, Ethel B., School 60, Francis St., Baltimore
- Michelson, Helen A. E., Elementary School, Edmonston
- Moore, Mrs. Virginia, Pasadena
- Morningstar, Mary A., Barnesville

Morris, Mary V., School 128, Pierce and Schroeder, Baltimore 23
 Morton, Mrs. Anna, Linthicum Heights
 Moss, Margaret Bradley, 146 Prince George St., Annapolis
 Needy, Glendora, Woodlin School, Silver Spring
 Neels, Rolena C., 3401 Parklawn Ave., Baltimore 13
 Noft, Vera, 100 Wilson Lane, Bethesda
 Norvell, Mrs. Nellie, Shadyside
 Parker, Mrs. Mabel, Glenburnie
 Payne, Mrs. Anne L., 704 Peach Orchard Lane, Baltimore 22
 Penn, Mary Ann, Rt. 3, Rockville
 Powell, Mrs. James F., Princess Anne
 Powell, Nellie R., 33 Water St., Frostburg
 Proctor, William H., 724 N. Carrollton Ave., Baltimore 17
 Quick, Alice M., Bradley School, Bethesda 14
 Randolph, Madelene O., Box 304, Annapolis
 Rawlings, Grace, 701 Cathedral St., Baltimore 1
 Rawls, Mrs. Jessie B., 723 W. North Ave., Baltimore
 Reidy, Kathryn G., Ager Road School, Hyattsville
 Ricketts, Lulu B., Rt. 3, Rockville
 Roberts, Clarence J., 2323 Ivy Ave., Baltimore
 Roberts, Grace E., 4505 Highland Ave., Bethesda
 Rockwood, Mrs. Marion, 610 Sligo Ave., Silver Spring
 Roland, Elsie Hill, Flintstone
 **Rose, Mrs. Anna P., Chevy Chase Elementary School, Rosemary St., Chevy Chase
 Satterfield, Martha, Gaithersburg
 Schimmel, Goldie, 3304 Oakfield Ave., Baltimore 7
 Schultz, Mary Roselda, Brandywine
 Schwanebeck, W. Donald, Monkton
 Screen, Isabelle, Johnson Heights School, Cumberland
 Sensenbaugh, James A., Ridgely Rd., Lutherville
 Shank, Eleanor R., 526 Nottingham Rd., Baltimore
 Shenton, Mrs. Mary B., School 22, Scott and Hamburg Sts., Baltimore 30
 Shires, Dorothy W., Box 725, Cumberland
 Sloan, E. May, 907 F St., Sparrows Point 19
 Smithson, Clara E., 3306 Clifton Ave., Baltimore 16
 Smoot, Mrs. Mildred D., Indian Head
 Snyder, Mrs. Nora M., Clear Spring
 Somervell, Lillian E., Kensington School, Kensington
 Soper, Jessie G., Clinton
 Stabler, Mrs. Mary C., 4328 Clagett Rd., Hyattsville
 Stack, Margaret S., Centerville
 Storm, Elizabeth A., 706 W. North Ave., Baltimore 17
 Stouffer, Mrs. Margaret J., 27 North Ave., Hagerstown
 Sultz, Mary F., School 92, Charles and Ostend Sts., Baltimore 30
 Tennant, Anne W., 313 Greene St., Cumberland
 Thomas, Mary B., 1307 Division St., Baltimore 17
 Throckmorton, Edith M., Box 68, Sandy Spring
 Tilghman, Helen G., 708 Wyndhurst Ave., Baltimore 10
 Tymeson, Mrs. Minam G., 720 Flower Ave., Takoma Park
 Vogts, Leila, Box 345, Aberdeen
 Waesche, Mrs. Charlotte S., Mitchellville
 Walker, Edith V., Montebello School, Harford Rd and 32nd St., Baltimore 18
 Ward, Lula D., Elementary School, Ridgely

Waring, Eleanor B., 168 Green St., Annapolis
 Warthen, Albert E., Germantown
 Weems, Mrs. Mamie L., Deale School, Deale
 Wheeler, Joshua R., Dundalk School, Dundalk
 Whittaker, Rowena L., North End School, Greenbelt
 Wiers, Mary M., 2936 Wyman Pkwy., Baltimore 11
 Wilson, Oliver C., Newark
 Winner, Bernice A., Midland School, Midland
 *Wirth, Mary Z., 10115 Connecticut Ave., Kensington
 Wood, J. Arthur, Hanson Street School, Easton
 Wright, G. Albert, School 140, Carrollton and Lexington Sts., Baltimore 23
 Wright, Sara E., Elementary School, Corriganville
 Yealy, Ralph, 42 W. Green St., Westminster
 Young, Bess M., Woodside School, Silver Spring

MASSACHUSETTS

Adams, Mrs. Edith B., 28 Short St., East Walpole
 Aillard, Dorothy A., Pearl Street School, Reading
 Allen, Bessie B., 30 Grafton Ave., Milton
 Allen, Mrs. Homer, Feeding Hills
 Annis, Ruth E., Julia Ward Howe School, Revere
 Arnold, Mary A., 54 Dunlap St., Salem
 Asher, Marguerite, 316 Highland Ave., Winchester
 Astley, Edith M., Thompson Street School, New Bedford
 Atkins, Robert S., 15 Center St., Provincetown
 Aughtigan, Helen M., Pierce School, Malden
 Avery, Ruth, Brooks School, West Medford
 Baldwin, Jessie A., Vose School, Milton
 Balfie, John J., Houghton School, Cambridge 39
 Barron, Edna I., Washington School, Beverly
 Barry, Mary J., Adams School, Everett
 Bartlett, Marion L., Howard Street School, Springfield 5
 Bath, Mrs. Rebecca B., 494 Westfield St., West Springfield
 Baylies, Stella H., 80 Hanover St., Fall River
 Bemis, Fanny M., 96 Florida St., Springfield 9
 Beverly, Grace M., Balch School, Norwood
 Blanchard, Roland, Lincoln School, Brookline 46
 Bond, Edmund H., Phillips School, Watertown
 Bonner, Mrs. Edna M., 189 High St., Greenfield
 Booth, Hilda, 223 Hathaway Rd., New Bedford
 Borges, Rose, 6 Pleasant St., Dighton
 Bourgeois, William L., Supt of Schools, Southbridge
 Bowker, Rosa M., 161 High St., Springfield
 Boyd, Christine L., Pierce Street School, Greenfield
 Bozoian, K. Merton, Frost School, Westford
 Brainerd, G. Winthrop, 77 Manchester Rd., Newton Highlands 61
 Brassil, Theresa, 238 Ash St., Waltham
 Brazier, Mildred F., Fernald State School, Waverly 78
 Brown, Mrs. Ruth H., 69 Carpenter St., Foxboro
 Buck, Ella N., 72 Linden St., Wellesley 81
 Burke, Walter M., Kenny School, Dorchester 24
 Burns, Mrs. Edna F., Bennett School, Leominster
 Burns, Eva S., Winn Brook School, Belmont 78
 Cabill, Margaret E., 175 Ocean St., Lynn
 Calden, Mary Frances, 58 Maple St., New Bedford
 Campbell, Clara E., Mabie School, Revere 51

- Carney, Mary C., Burling Rd., Wilbraham
 Carvalho, John A., 45 Stamford St., Fall River
 Casey, Mary J., Achenbach School, Revere
 Caton, Anne J., E. E. Hale School, Everett 49
 Chace, Ruth L., 31 Parker St., New Bedford
 Chase, Preston L., Shirley Street School, Winthrop
 Chase, Dr. W. Linwood, School of Educ., Boston University, 84 Exeter St., Boston 16
 Cheney, Mrs. Bessie B., Priest Street School, Leominster
 Churchill, Clarence E., Hyde School, Newton Highlands
 Cloran, Kathryn M., Hood School, Lynn
 Cloues, Paul, 82 Frost Ave., Melrose
 Lucas, Elgie, Driscoll School, 64 Westbourne Ter., Brookline 46
 Coffey, Sue, Bartlett School, Pittsfield
 Cole, Mary A., Sewell-Anderson School, West Lynn
 Condon, Elizabeth A., Oliver School, Salem
 Connor, Helen K., Pierce School, Leominster
 Cook, Mabel B., 231 Lowell St., Waltham 54
 Cook, Raymond F., Daniel Butler School, Belmont 79
 Coombs, Milford L., Elementary School, Harvard
 Copland, Janet F., 6 Norwood St., Winchester
 Corcoran, John E., Pierce School, Brookline 46
 Corish, Gertrude L., 86 Mill St., New Bedford
 Costello, Teresa M., Memorial Junior High School, Fairview
 Cota, Ardell M., 308 Washington Ave., Chelsea 50
 Cragin, S. Albert, 156 S. Main St., Reading
 Crockwell, Winifred M., 11 Manning St., Medford
 Cunliffe, Bessie, Stephen Barker School, Methuen
 Cunningham, Mary E., Tatnuck School, Worcester
 †Cushing, Lena, 12 Brewster Rd., Framingham
 Danahy, Katherine G., 12 Tower Ter., West Springfield
 Daniels, Laura A., 96 Florida St., Springfield
 Davis, Bertha S., 43 E. Emerson St., Melrose
 Davis, Blynn E., Supt. of Schools, Littleton
 †Davison, Margaret J., Oaks Hotel, Springfield 9
 Dean, Mary A., Shattuck School, Norwood
 Dean, Stuart E., Supvr. of Elem. Educ., Banks School, Waltham
 De Loura, Lena M., 7 Colburn Rd., Wellesley Hills 82
 Desmarais, Laura, Marcy Street School, Southbridge
 Dexter, William A., Supt of School, Easthampton
 Dillon, Helen T., Leonard School, Malden 48
 Dingley, Vivian A., 20 Ware St., Cambridge
 Doherty, Ellen C., Osgood School, Medford 55
 Dolan, James E., Beethoven School, West Roxbury
 Donahue, Rebecca L., 7 Chestnut St., Holyoke
 Donovan, James A., 855 E Fifth St., South Boston
 Dority, Ruth E., 570 Centre St., Newton
 Dowling, Alice M., 36 Appleton Ave., Beverly
 Driscoll, Nora T., Chapin School, Chicopee
 Duffy, Andrew L., McDonough School, Fall River
 Dunn, Mary M., 1400 President Ave., Fall River
 Ehnies, Albert F., Rogers School, Fairhaven
 †Eldridge, Raymon W., Exec Com., Dept of Elem. School Prin., Natl Educ Assn., Lawrence School, 27 Francis St., Brookline 46
 Emery, Rachel A., Gardner's Neck Rd., Swansea
 Enright, Helen A., 1 Jean Rd., Arlington 74
 Fallon, Patrick T., 46 Broad St., Salem
 Farrell, Richard J., Center School, West Bridgewater
 Filion, George, Phillips School, Salem
 Flagg, Sadie E., 114 Dickinson St., Springfield
 Fleming, Mrs. Mary J., 16 Crescent Ave., Revere
 Frost, Edna E., Callahan School, Norwood
 †Frost, Maude D., 30 Church St., Milford
 Fuller, LeRoy E., Jenkins School, Scituate
 Fuller, Milton L., Central School, Gloucester
 Galvin, William H., Crane School, Canton
 Gardner, Mabel M., 512 Broadway, Everett 49
 Gatti, Mentana, Ash Street School, Worcester 3
 Glavin, Gertrude H., 125 Oakland Ave., Methuen
 Gleason, Mary C., Cedar Grove Street School, New Bedford
 Gonnnow, Mrs. Gladys L., 216 Davis St., Greenfield
 Goodspeed, Alice L., 24 Marion St., Dedham
 Graham, Elizabeth, 64 Middlesex Ave., Reading
 Graham, Rowena M., Gleason School, West Medford
 Grant, Stephen W., Houghton Mifflin Co., 2 Park St., Boston
 Greenwood, Carolina A., Converse Street School, Longmeadow 6
 Grenache, Augusta A., High St., Ipswich
 Griffin, Margaret T., 99 White St., Westfield
 Haggerty, Margaret M., 157 Rimmer Ave., Chicopee
 Halpenny, Anne, 298 Elm St., Holyoke
 Hall, Rita K., Concord Rd., Billerica
 Hamilton, Mrs. Hope W., Pleasant St., Dighton
 Hamilton, Robert, 192 Holbrook Rd., North Quincy 71
 Harding, Elizabeth G., Hardie School, Beverly
 Harrington, Harlan L., 74 Weston Ave., Braintree
 Hastings, Elizabeth I., 210 Main St., Fairhaven
 Hawthorne, Joseph S., Lowell Rd., Concord
 †Hedberg, Agnes H., Winslow School, Norwood
 Heffer, Mrs. Rachel A., 407 Linden St., Wellesley Hills 82
 Hennessey, Mrs. Irene A., 156 North St., Ludlow
 Higgins, Effie Grace, 67 N. Washington Ave., Waltham 54
 Higgins, Ethel G., Hardy School, Arlington
 Hillman, Ida E., 2019 Westfield St., West Springfield
 Hobson, Raymond W. J., Samuel Watson School, Fall River
 Hogan, John J., Rollins School, Lawrence
 Holmes, Daniel L., North School Dist., Braintree 84
 Holt, Mary E., 968 Plymouth Ave., Fall River
 Houde, Anna M., 9 Track St., Brockton 5
 Howland, Louise R., 639 Shawmut Ave., New Bedford
 Ivok, Leo, Dix Street School, Worcester 2
 †Jackson, Robert C., 90 Middle St., Braintree 84
 Jewett, Grace Marion, 59 Vine St., Leominster
 Jewett, John V., Heath School, Brookline 46
 Jones, Helen P., 36 Curve St., Waltham
 Keay, Harold E., Lafayette School, Roxbury 19
 Keefe, Margaret M., Nichols School, Everett 49
 Keller, Roy E., Supt. of Schools, Manchester
 Kennedy, Winnifred C., 10 Lee St., Worcester 2
 Lahan, Anna F., 51 Birchwood Rd., Methuen
 Lambert, Georgia D., Euclid Avenue School, East Lynn
 Lane, Helen H., Centre St., Segreganest
 Lane, Katherine, Valentine School, Chicopee
 Lataille, Raoul O., Chariton Street School, Southbridge
 Lawlor, Edward A., Hood School, Lawrence

- Legro, Edna S, 80 Banks Rd., Swampscott
 Leighton, William A., 23 Williston Rd.,
 Aubumdale
 Leland, Viola F., 14 Gibbon Ave., Milford
 Leonard, Alice V., Hamilton School, Everett
 Leonard, Eliot B., 70 Oak St., Greenwood
 Lindquist, Evelyn R., State Teachers College,
 Bridgewater
 Linehan, John, Training School, Hyannis
 Littlefield, Madeleine C., Center School,
 Winthrop
 Lyman, Esther S., 4 Lakecroft Ct., Melrose 76
 Lytle, Donald F., Supt. of Elem. Educ.,
 Barnstable School Dept., Hyannis
 Macy, Frances B., 31 Parker St., New Bedford
 Mahoney, John L., 87 Glendale Rd., Quincy
 Maloney, John P., Quincy School, Tyler St.,
 Boston
 Mantyla, Lawrence J., Locke School, Arlington
 74
 †Marble, Sarah A., Room 14, City Hall,
 Worcester
 March, Mildred, John Ward School, Newton
 Center
 Mason, Josephine D., Hooker School, 70
 Franklin St., Springfield
 McAulay, Jennie, 184 Summer St., New Bed-
 ford
 McAuliffe, Dr Mary F., Robert Treat Paine
 School, Boston 24
 McAuliffe, Mary K., 66 Fruit St., Worcester
 McCarthy, Julia L., School St., South Acton
 McCollum, Marion, 48 Beech St., East Walpole
 McDonough, Margaret C., Kings Highway
 School, West Springfield
 McDowell, Mary A., Center School, Agawam
 McGrath, Mary, 166 Main St., Amesbury
 McHugh, Raymond C., Lafayette School,
 Everett
 McIntire, Ralph A., 125 N. Maple St., Flor-
 ence
 McLin, William H., Box 242, Attleboro
 McNeil, Margaret A., Hibbard School, Pitts-
 field
 Metcalf, Lucie A., 9 Washburn Ter., Brook-
 line 46
 Mileham, Hazel B., Mark Hopkins School,
 North Adams
 Miller, James, Center School, Northampton
 Miner, Ethel M., 137 Florence St., New Bed-
 ford
 Molloy, Mary G., 146 Veazie St., North Adams
 Moore, Florence B., 227 Pope St., New Bedford
 Morrill, Mrs C W., 37 Lawrence St., Wake-
 field
 Morrison, William D., 117 Greene St.,
 Wollaston
 Murphy, Walter D., 125 Francis St., Everett 49
 Murray, Frances A., 22 Grove St., Milton
 **Newbury, Robert J., Baker School, Chest-
 nut Hill
 Norris, William, Sheldon School, Southampton
 O'Brien, John J., 99 Brooke St., Brighton 35
 O'Brien, M. Florence, Mercer School, Pittsfield
 O'Connor, Elizabeth W., Gaston School, Fifth
 and L Sts., South Boston
 O'Flynn, Mary G., 61 Downing St., Worcester
 O'Hern, Mary A., 80 Porter St., North Adams
 O'Neil, Mary R., Belcher School, Chicopee
 Falls
 †Patt, Hermann George, Granville
 Perkins, Mary L., 386 Eastern Ave., East Lynn
 Pickard, Bernice J., 241 Plymouth St., Hol-
 brook
 Pierce, Donald D., Adams Square School,
 Worcester
 Porter, Frederick W., Supt of Schools, Green-
 field
 Poyall, Mrs. Evalene M., Collicot School,
 Milton
 Priest, Maud B., 49 Summer St., West Acton
 Priestley, Eleanor M., Box 11, Sagamore
 Ramsdell, Alice E., 94 Massachusetts Ave.,
 Springfield
 Randall, Joseph H., 454 Walnut St., Newton-
 ville
 Ray, Carlton W., 85 Pine Ridge Rd., Waban
 Reid, Gertrude L., 50 Randall Ave., East Wey-
 mouth
 Remon, Ruth E., 13 Juniper Ave., Salem
 Rich, Leonor M., Washington School, Win-
 chester
 Richardson, Bertha, 199 Belmont Ave., Spring-
 field 8
 Richardson, Gertrude E., 62 Harvard St.,
 Springfield
 Richardson, Margaret, Tucker School, Milton
 Riese, Helen M., *Chairman*, Edit. Com., 1950,
 Dept. of Elem School Prin., Natl. Educ.
 Assn., 126 W. Wyoming Ave., Melrose 76
 Riley, Ellen F., 237 Elm St., Amesbury
 Ritchie, Mary E., 99 Eighth St., New Bed-
 ford
 Rogers, Delia H., Faulkner School, Malden 48
 Rogers, Harry, Oxford School, Fairhaven
 Roode, Mabel E., 49 Pond St., South Wey-
 mouth
 Ross, E. Gertrude, 32 Arcade Ave., Rehoboth 2
 Roy, Esther M., Myrtle Street School, Indian
 Orchard
 Sauer, Edith, Lincoln School, 732 Chestnut
 St., Springfield
 Savage, M. Louise, 297 Allen St., New Bedford
 †Seavey, Morton R., Bulkeley School, Concord
 Seward, Elsie P., 15-A Jason St., Arlington 74
 Sharkey, A. Gertrude, 54 South St., Medford
 Shea, Ellen V., Union Hill School, Worcester
 Shea, Margaret E., 60 Freedom St., Fall River
 Shea, Mary A., Main Street School, Woburn
 Sheehan, Eileen M., 67 Bellevue Ave., Adams
 Sheehan, Marguerite R., 54 Braddock St.,
 Springfield
 Simonds, Arthur D., Jr., Pearl Street School,
 Reading
 Simpson, Beatrice A., 104 Spring St., Hull
 Skahill, Eleanor M., Prospect Street School,
 Reading
 Skillings, Edith F., Winthrop School, Everett
 Smith, Doris E., 73 Crystal Cove Ave., Win-
 throp
 Smith, K. Helen, Winthrop School, Taunton
 Souder, Dr. Rexford, Asst. Supt. of Schools,
 Brookline 46
 Stairs, Ina E., 9 Summit Rd., Wellesley 81
 Stone, Edith, 502 Main St., Waltham 54
 Strley, Amy M., 133 Newbury St., Danvers
 Stuart, Herman H., Supt. of Schools, Melrose
 Sullivan, Edith L., Ashland School, Brockton
 13
 Sullivan, Marguerite G., 90 Greenbrier St.,
 Dorchester 24
 Sweeney, Agnes G., 100 Otis St., Medford
 Sweeney, Joanna, 48 Morgan St., New Bed-
 ford
 Sweeney, Margaret E., 73 Main St., Quincy 69
 Swift, Ruth B., Newton School, Winthrop 52
 Sylvester, Elizabeth, Ginn and Co., Statler
 Office Bldg, Boston
 Talbot, Mary, Franklin School, Everett 49
 Taylor, Charles H., 345 Harvard St., Brook-
 line
 Thacher, Hilda J., Stanley School, Swampscott
 Thompson, Helen L., Cabot School, West New-
 ton
 Travers, Ruth A., 61 Essex St., Beverly
 Tripp, Coburn W., Burbank School, Belmont
 Tripp, Mary H., Ashley School, New Bedford
 Twiss, Marion D., 21 Orne St., Worcester
 Upton, Winifred P., Ryal Side School, Beverly
 Wainwright, Lottie W., 533 Broadway, Fall
 River

Wales, Mrs. Alfreda, Consolidated School, Ashland
 Ward, Frances W., Hastings School, Framingham
 Welch, Donald T., McElwain School, Bridgewater
 Welch, Edward F., 591 Middle St., Fall River
 Wentworth, Florence A., 298 Elm St., Walpole
 Whiting, Alice W., Winthrop School, Melrose
 Wilcox, Frederick B., 222 Rathgar St., Fall River
 Wingate, Louise, 520 Main St., Fitchburg
 Woodbury, Amie A., Junior Manual Training School, Beverly
 Woodbury, Mrs. Helen R., Green Rd., Bolton
 Wyman, Jane M., 132 Woodland Rd., Auburndale
 Yates, Agnes L., Clark Street School, New Bedford
 Young, Lillian, King Philip St., Raynham
 Young, William F., Jr., 50 Druce St., Brookline 46
 Ziersch, Anna L., 55 Linden St., Allston 34

MICHIGAN

Adams, Olive M., Prospect School, Ypsilanti
 Ahrens, Mrs. Leona Z., Angell School, Muskegon
 Albert, Mrs. Jessie S., Froebel School, Muskegon
 Alexander, Mary L., 13 E. Kirby, Detroit 2
 Allmendinger, Walter H., 17501 Brush, Detroit 3
 Alward, Marian E., 19569 Imperial Hwy., Detroit 19
 Amen, Ruth M., Boyd School, Monroe
 Andersen, Agnes S., 729 N. Ave. Rd., Battle Creek
 Anderson, Elsie I., 17655 Manderson Rd., Detroit 3
 Anderson, Evelyn, Main Street School, Lansing
 Anderson, Jennie, 801 Thomson St., Flint
 Anderson, Mildred, 1717 High St., Lansing-6
 Arehart, Ira J., 11315 Rosemary Ave., Detroit
 Armstrong, Donald C., 2400 Central, Detroit 9
 Attwood, Mrs. Wyla W., 1108 Lafayette St., Flint
 Avery, Eula V., 1123 Michigan Ave., Ann Arbor
 Ayres, Frank M., Supt. of Schools, Dundee
 Baird, James, 355 Philip Ave., Detroit 15
 Baldwin, Donald C., Supt. of Schools, Grosse Ile
 Bammel, Romelda, Trombley School, Bay City
 Barrett, Helen, 885 E. Grand Blvd., Detroit 7
 Bastian, Mame, 1723 Lapeer Ave., Saginaw 19
 Baylor, Ernest A., Lincoln School, Inkster
 Beck, Carl G., 11846 Wilshire Ave., Detroit 5
 Becker, Bernice W., Law School, 7120 E. Lantz, Detroit 12
 Beers, Vivien E., Verona School, Battle Creek
 Begole, Jenniebelle, 2933 Chicago Blvd., Detroit 6
 Belisle, John H., 13287 Robson, Detroit 27
 Bennett, H. K., Asst Supt., 5757 Neckel Ave., Dearborn
 Bigelow, Blanche, Willow School, Lansing 15
 Birkam, George A., 4875 Greenway Ave., Detroit 4
 †Blackman, Ruth M., United Oaks School, Hazel Park
 Blakeslee, Avis M., Wanda School, Ferndale
 Bloodgood, Nell M., 1023 Williams, Lansing 15
 Bolton, Frederick R., 13840 Lappin, Detroit 5
 Booth, Evelyn W., 12121 Broadstreet, Detroit 4
 *Bott, L. Helen, 12027 Pinchurst, Detroit 4
 Bowen, Harold C., 5536 St. Antoine, Detroit 2
 Bradley, Mrs. Fanny S., Kearsley Street School, Flint
 Brewer, Beulah Cain, 5310 24th St., Detroit 8
 Brewer, Jessie M., 18 Porter St., Pontiac 18
 Briggs, Ella H., 4354 Fullerton, Detroit 4
 Broegger, Elsie J., 415 Bournemouthe Rd., Grosse Pointe Farms
 Brouwer, Gertrude A., McKinley School, Battle Creek
 †Browe, Dr. Herman, 1354 Broadway, Detroit 8
 Browe, Walter A., 9206 Avis, Detroit 9
 Brown, Ida C., 227 Harrison St., Chelsea
 Bruce, Mrs. Elma M., Van Buren School, Port Huron
 Bryant, Mrs. Cordelia J., Annex School, Inkster
 Buckley, Dorothy, 1419 S. University Ave., Ann Arbor
 Burk, Helen J., 5116 S. Martindale, Detroit 4
 Burns, Stanley A., 16580 Stout, Detroit 19
 Burt, Ethel V., 2020 Myrtle Ave., Detroit 8
 Buskirk, Roy E., 1332 Michigan Ave., St. Joseph
 Buxton, Elaine, 7479 Stockton, Detroit 12
 Cameron, Milda, 1000 Whitmore Rd., Detroit 3
 Campbell, Margaret K., 4309 Waverly, Detroit 4
 Carey, Thomas E., 5250 Berkshire, Detroit 24
 Carroll, Agnes W., 20232 Stratford St., Detroit
 Carter, Marian R., 1257 Dorothea Rd., Berkley
 Carter, Paul D., 385 Ferndale St., Birmingham
 Charles, Dorothy H., Edison School, 915 Lake, Kalamazoo 23
 Church, Frank H., 6131 Iowa, Detroit 12
 Clark, Belle C., 1303 Pine St., Port Huron
 †Clark, Lee O., Martin Road School, Ferndale
 Clayton, Wesley, Supt., Kalkaska Rural Agricultural School, Kalkaska
 †Clow, Jennie M., 4404 Columbus Ave., Detroit 4
 Collins, Oard C., 15440 Littlefield Ave., Detroit 27
 Cooke, Ralph J., Austin School, Albion
 Cooney, Joseph, 4863 Treadwell Rd., Wayne
 Correll, Lucille, Verlinden Avenue School, Lansing
 Cox, Mrs. Agnes L., 191 Glenwood Ave., Pontiac
 Cranmore, Marion, 1101 Birk Ave., Ann Arbor
 Crawford, Lewis D., 4671 S. Westnedge, Kalamazoo 87
 Crawford, Violet M., 176 S. Paddock St., Pontiac 20
 Cross, Sherman T., 4058 Clements, Detroit 4
 Crumley, Josephine V., 8710 Radford, Detroit 4
 Culhane, Josephine, Durant School, Flint 3
 Cummings, Mrs. Carmen H., 2227 Woodside Ave., Bay City
 Curtis, Eva M., 1030 Grand Traverse St., Flint
 Curtiss, Florence E., 205 Tuxedo, Detroit
 Davis, Ethel A., Foster Avenue School, Lansing
 Dawson, William G., Garfield School, Wyandotte
 Deiss, Agnes L., 2280 St. Clair, Detroit
 Dell, George, 94 W. Willis, Detroit 1
 De Mangold, Mary L. G., 1031 Wayburn Ave., Detroit
 De Mun, Eleanor, 11734 Kennebec, Detroit
 Devine, Mrs. Lucy, 1464 25th St., Detroit 16
 Dixon, Mrs. Margery, Rt. 2, Thompsonville
 Doerr, Georgia, Cedar Street School, Lansing
 Doherty, Mary C., Parker School, 12744 Elmira, Detroit 27
 Donaldson, Elery R., Supt. of Schools, Water-vliet
 Donaldson, George W., Rt. 3, Box 544, Battle Creek
 **Donlin, Mrs. Verna Q., 10410 E. Jefferson Ave., Detroit 14
 Donovan, Alice H., 5505 Van Dyke, Detroit 13

- Douglas, Mrs. Marcella E., Wayne Co. Training School, Northville
 Doyen, Gertrude, Madison-Lennox Hotel, Detroit 26
 Dressel, Harold, Northrup School, 340 Frazier St., River Rouge 18
 Drouillard, Mary G., 771 Seminole, Detroit 14
 Durham, Louisa, Lakeview School, 330 Highland Ave., Battle Creek
 Duvall, Leo E., Southwestern School, Dearborn
 Eddy, F. B., Supt., Stiles Public School, Rochester
 Edgar, Gladys L., 310 Stockdale St., Flint
 Ekstrom, Lena C., 108 Theoda Ct., Buchanan
 Elliott, Ferns G., 1029 Maple Grove, Royal Oak
 Elliott, Myrtle A., Washington School, Sault Ste. Marie
 Ellison, E. V., 501 W. Main St., Northville
 Ellsworth, Bert, Robinson School, 12700 Grover, Detroit 5
 Erman, Lillie, 2629 Webb, Detroit
 Essert, Dr. Paul L., Supt. of Schools, Grosse Pointe
 Estabrook, Eudora P., 511 Ethel Ave. S.E., Grand Rapids 6
 Fadner, H. R., 209 Florida St., Laurium
 Fasheney, Adele L., 4424 Brooklyn, Detroit 1
 Fey, Marguerite, 5325 Wiscasset, Dearborn
 Fortson, Henry E., Carver School, Inkster
 Fox, Dorothy, 2311 Selden, Detroit 8
 Frazier, Randall S., Douglas School, Inkster
 Freimuth, Mrs. Josephine, 820 Lincoln Rd., Grosse Pointe
 Froslich, Dorothea E., 504 Hendrie Blvd., Royal Oak
 Froh, Alma, 7601 Palmetto, Detroit 5
 Galloway, Lyman C., 1247 Garden Ct., Dearborn
 Garrison, Noble Lee, Michigan State Normal College, Ypsilanti
 Gibson, Ruth, 301 N. Ninth St., St. Clair
 Gibson, Walter E., 1565 Ft. Park Blvd., Lincoln Park
 Gifford, Irah B., 1000 Whitmore Rd., Detroit 3
 Gilbert, Lucile E., 111 Fourth St., Rochester
 Gilday, Jane A., 900 Whitmore Rd., Detroit 3
 Giles, Melvia G., 315 Harvard St., Alma
 Gonne, Edythe M., 2921 E. Forest, Detroit 7
 Good, Raymond, 22521 Edison, Dearborn
 Goodell, Benjamin E., Miller School, Ecorse
 Gordon, Ethel, 899 Lakepointe, Grosse Pointe
 Grabman, Mrs. Eunice J., 1406 Field Ave., Detroit 14
 Grishow, Ethel, Prairieview School, Battle Creek
 Groves, Carolyn, 312 W. Tyrell, St. Louis
 Guillot, Mabelle E., 2260 La Salle Gardens S., Detroit 6
 Hale, Martha, Republic School, Alma
 Haley, Nelle, Dir. of Elem. Educ., 620 S. Jefferson, Saginaw
 Halfman, Margaret M., Roosevelt School, Royal Oak
 Hall, Isabell, 288 Josephine, Detroit
 Hamlin, Charlotte M., 120 Winona St., Highland Park
 Harper, Edith, Whittier School, Bay City
 Harrington, Katherine E., 1518 Golden Ave., Ann Arbor
 Harris, Zita A., 8710 Radford, Detroit 4
 Hartung, Urban, Wingert School, 1831 W. Grand Blvd., Detroit 8
 Haskell, Marie, 122 Pingree St., Detroit 2
 Healy, Oliver B., 2525 Brooklyn, Detroit 1
 Heeren, Roy, 9135 Bryden, Detroit 4
 Hemenway, Harry, 3280 Lawrence, Detroit 6
 Henchey, Leona, 4045 29th St., Detroit 10
 Hicks, Merwin B., Box 92, Mesick
 Hilborn, Mrs. Clara M., 2005 Francis Ave., Flint 5
 Hobart, Herbert L., Maire School, 740 Cadieux, Grosse Pointe 30
 Hodges, Duncan C., 906 Woodcrest Dr., Royal Oak
 Holland, Mary N., 4320 Cortland Ave., Detroit 4
 Honeysette, Bethel, 429 Pearl St., Kalamazoo
 Hook, Adeline, Crofoot School, Pontiac
 Hooper, Mary L., 19395 Cumberland Way, Detroit 3
 Hope, Dorothy G., 4911 Linsdale, Detroit
 Hosner, Marion, 393 N. Main St., Romeo
 Hotchkiss, Lyle E., Salina Junior High School, Dearborn
 Houghtaling, Mrs. Clissie, Fancher School, Mt. Pleasant
 Howell, Catherine, 4490 Kensington, Detroit 24
 Hubbard, Evelyn B., 7300 Garden, Detroit 4
 Husselman, H. Heyns, 427 S. Park St., Kalamazoo
 Hutton, Nellie, Burbank School, 15600 E. State Fair, Detroit 5
 Ireland, Dr. D. B., Supt. of Schools, Birmingham
 James, Elsie E., 352 Bradley St., Flint
 Jennings, Elsie J., 848 Pingree, Detroit 2
 Jones, Mrs. Carmen, Houghton Lake
 Jones, William E., 21762 Harding, Rockwood
 Jungwirth, Dorothy, 6821 E. Ferry, Detroit 11
 Kane, Ruth F., 650 Philip Ave., Detroit 15
 Kellogg, Erma B., 2750 Selden, Detroit 8
 Kemp, Maude E., Noble School, 8646 Fullerton, Detroit 4
 Kilander, Mrs. Pansy, 14149 Coyle, Detroit
 King, Dorothea, 17600 San Juan Dr., Detroit 21
 Kison, Mrs. Gladys, Nims School, Muskegon
 Knapp, Margaret I., 225 Strathmore Rd., Lansing 10
 Knighton, Edward J., 9047 Beverly Ct., Detroit 4
 Konstanzer, Mildred B., 11131 Kercheval, Detroit 14
 Krug, Marguerite C., 2270 Leslie, Detroit 6
 Kuhn, Florence E., 5963 Cadillac, Detroit 13
 Kull, Charlotte A., 3420 Cass, Detroit 1
 Lafferty, Marcella E., 4437 Monroe St., Ecorse 18
 Laing, Earl R., 16265 Westlaoreland Rd., Detroit 19
 La Mantia, Jo Kathryn, Marquette School, Muskegon
 Laughlin, Gaylord B., 2792 Magara, Wayne
 Lavalli, Alice, 8832 W. Lafayette, Detroit 9
 Lee, Rosemary, 690 E. Grand Blvd., Detroit 7
 Lemke, Madeline A., 11800 Engleside, Detroit 5
 Lewis, Merwin A., 21522 Homer St., Dearborn
 Lewis, Ruth A., 330 W. Grand, Muskegon
 Lindquist, Essie E., Moores Park School, Lansing 10
 Listman, Pauline, 3420 Cass, Detroit 1
 Livie, Edna B., Howe School, 10430 Charlevoix, Detroit 14
 Lobban, Mrs. Kathryn Faner, Stevenson School, Flint 4
 Lockwood, Glenn O., Ann Visger School, River Rouge 18
 Long, Marjorie, Hoover School, Hazel Park
 Lown, Venna A., 13065 E. Outer Dr., Detroit
 Lubbers, Melvin B., Supt. of Schools, Zeeland
 MacGirr, Hazel B., Elem. Supvr., Bloomfield Hills
 MacKay, Mary, 16 Cambridge, Pleasant Ridge, Detroit
 Magee, Marjorie, 15 E. Kirby, Detroit 2
 Malone, Kathryn J., 13141 12th St., Detroit 6
 Marsh, Clyde B., 10419 Maplelawn, Detroit 4
 Martin, B. Irene, Larch Street School, Lansing
 Martin, Thekla, 10415 Lakepointe, Detroit 24

- McCallum, Jessie, 2694 Philadelphia Ave., W., Detroit 6
 McCann, William, Jefferson School, Wayne
 McCarthy, Julia M., 16164 Asbury Park St., Detroit
 McCarthy, Mary, 16748 Braile, Detroit 19
 McCauley, Clementine, School 2, Ecorse 18
 McCreery, Mrs. Hazel M., 2109 Francis Ave., Flint 5
 McCummon, Marguerite, Angell School, Berkeley
 McDonald, Lucile, 7601 Palmetto, Detroit 5
 McDougall, Frances J., 829 Dickenson St., Flint
 McEwen, Vera D., 8145 Puritan, Detroit 21
 McGowan, Margaret C., 567 Montclair, Detroit 14
 McGuinness, Mae E., 17211 Northlawn, Detroit
 McLaughlin, Lloyd, Ferry School, Grand Haven
 McMahon, Mary E., 13185 Pinchurst, Detroit 4
 McSweeney, Mary C., 3811 Cicotte, Detroit 10
 Mead, Ina J., Dasher School, Melvindale
 Mead, Stephen, Central School, Grand Haven
 Menger, Hilda, 5570 W. Holt Rd., Holt
 Miller, Mabel M., 1615 Casgrain, Detroit 9
 Miller, William C., Jr., 18112 Greenlawn, Detroit
 Mitzelfeld, Lucy L., 1214 Rademacher, Detroit 9
 Mumaw, Alda, 120 S. Mason St., Saginaw
 Mumford, Edgar H. E., Ferris School, Highland Park
 Munroe, Jessie M., School 1, Ecorse
 Myler, Harold F., Lindbergh School, Dearborn
 Nelson, Bruce K., 629 Lake St., Negaunee
 Nelson, Marie, 318 W. Second St., Flint 3
 Netzorg, Sadie, 12115 Griggs, Detroit
 Newman, Ethlyn, 9440 Savery, Detroit 6
 Nill, Louise, 6131 Iowa, Detroit 12
 O'Brien, Edna M., 209 N. Linn, Bay City
 O'Dell, Mrs. Iva, Dowelson School, Pontiac
 O'Hara, Mae, 17361 Santa Rosa Dr., Detroit 21
 O'Harrow, Ina, 6821 E. Ferry, Detroit 11
 Oliver, Jean, 2691 Boston Blvd., Detroit
 Openo, Milton D., Parkland School, Flint 3
 Osborne, Mrs. Agnes W., 18686 Woodingham Dr., Detroit 21
 Osborne, Mrs. Catherine W., 3020 Burns St., Detroit 14
 Otto, C. Lucille, 95 S. Washington, Oxford
 Owen, John Willis, 35 First St., Belleville
 Page, John S., Supt. of Schools, Howell
 Parker, Florence, 5474 Trumbull Ave., Detroit 8
 Parker, Howard L., Oxford School, Dearborn
 Pascoe, May F., 2005 Francis Ave., Flint
 Payette, Pearl, Franklin School, Battle Creek
 Pearson, Mrs. Carolyn A., 321 E. Newall St., Flint
 Peatlings, Ella M., 1666 Atkinson Ave., Detroit
 Pelletier, Anne, 104 Rhode Island, Detroit 3
 Perdue, Mrs. Viola H., Carpenter Street School, Midland
 Person, Amy, 2453 22nd St., Wyandotte
 Petch, Gertrude, 115 N. Huron St., Albion
 †Pierce, Vernon P., 15376 Hartwell St., Detroit 27
 Plambeck, Anne, Genesee Street School, Lansing
 Popp, Mrs. Cleo E., 1101 Copeman Blvd., Flint 4
 Porter, Alta M., 1607 Fifth Ave., Bay City
 Ptak, Edward, 6045 Norcross Dr., Detroit 13
 Puffer, Mrs. Grace, Washington School, Battle Creek
 Randall, Leo M., 2700 Clinton St., Detroit 7
 Rynon, Florence G., Newton School, 16411 Curtis St., Detroit 19
 Reed, Mrs. Helen P., 7731 Sylvester, Detroit 14
 Reed, Mary E., Washington School, Royal Oak
 Reeves, Erma E., 45 Tennyson, Highland Park
 Reid, Gladys M., Oscoda Twp. Unit School, Oscoda
 Reitzkat, Bertha, 13961 Asbury Park, Detroit 27
 Renton, Agnes E., Goodale School, 9835 Dickerson, Detroit 5
 Renton, Janet M., 511 W. Outer Dr., Detroit 21
 Reynolds, O. D., 14909 Cleophas, Allen Park
 Robertson, Florence, 206 W. Paterson St., Flint 5
 Robinson, Bernice L., Coolidge School, Flint 3
 Robinson, Roy E., 12541 Second St., Highland Park, 3
 Roethke, Louise W., Bellevue School, Detroit 7
 Rogers, Carlisle, 16548 Lawton Ave., Detroit 21
 Rosenthal, Aimee A., Holmes School, 8821 Georgia, Detroit 13
 Ross, Agnes, Fremont School, Battle Creek
 Ross, Meta M., Rt. 2, Box 229, Rochester
 Rothe, Ella, Box 133, Warren
 Rowley, Janet B., Wilson School, Jackson
 Rudduck, Lillian W., 14920 Grandville Blvd., Detroit 23
 Rupright, Esther, Lincoln School, Battle Creek
 Russ, Marjorie V., 17400 Manor, Detroit 21
 Ruthig, Elvin J., Northwood School, Royal Oak
 Rutzen, Irene J., 2234 Longfellow, Detroit 6
 Ryan, Lenora M., 429 Eighth St., Escanaba
 Sage, Marie K., 8100 E. Jefferson Ave., Detroit
 Schafer, Rose Kathryn, 130 E. Sixth St., Monroe
 Schoolcraft, Pearl T., 518 Minor Ave., Kalamazoo
 Schroeder, Margaret, Thomas Street School, Lansing
 Schulz, Mrs. Mary C., 19185 Bretton Dr., Detroit 23
 Scollay, Lois A., 2281 W. Grand Blvd., Detroit 8
 Seebeck, Sarah E., 1504 Elizabeth St., Bay City
 Sells, Mrs. Dorothy, Lambert School, Pontiac 8
 Sewell, Mrs. Mabel H., 2645 Lake Michigan Dr., Grand Rapids 4
 Shepard, Ethel, 923 State, Petoskey
 Sherman, Mrs. Beryl, 82 Prall St., Pontiac 18
 Sherman, Ione E., 150 Longfellow, Detroit 2
 Shirley, Gertrude L., 220 N. Grant Ave., Three Rivers
 Short, Mrs. Mabelle I., Washington School, Flint 6
 Sievwright, Agnes, 18903 Steel Ave., Detroit 21
 Smith, Hattie M., Longfellow School, Royal Oak
 Smith, Margaret M., Parker School, 12744 Elmira, Detroit 27
 Smith, Mildred, 6836 Georgia, Detroit 11
 Snyder, Mrs. Edith Roach, 2712 Voorhies Rd., Pontiac
 Sommers, Mildred E., Dir. of Elem. Educ., Bd. of Educ., Jackson
 Sorensen, Helen, 727 N. Capital, Lansing 6
 Speaker, Gaylord M., Supt. of Schools, River Rouge
 Spooner, Janet G., Jacoby School, 13210 Maine, Detroit 12
 Springman, John H., Asst. Supt. of Schools, Birmingham
 †Stanley, L. R., Wener School, 294 W. New York, Pontiac
 Starling, Mabel C., 8811 Quincy Ave., Detroit
 Staudacher, Ethel, 910 Salsburg Ave., Bay City
 Stewart, Mrs. Margaret, 2400 Central, Detroit 9
 Stolson, Anna K., 534 Evergreen Ave., East Lansing
 Stout, Grover, 3480 Russell, Detroit 7

LIST OF MEMBERS

(Minnesota) 291

Strube, Nina, 1407 W. Lenawee, Lansing 15
 Sturm, Mrs. Gladys F., Rt. 1, Box 481, Mt. Clemens
 Sullivan, Irene E., 2202 Bewick Ave., Detroit 14
 Sullivan, Mary C., Brady School, 2920 Joy Rd., Detroit 16
 Sweeney, Angela, 7 Oakland Park Blvd., Pleasant Ridge
 Sweeney, Anne M., 36 Winona, Detroit 2
 Terwilliger, Mrs. Effie, Wilson School, Battle Creek
 †Thomas, John S., 14446 Rutland, Detroit
 Thompson, Paul E., 816 Lincoln Rd., Grosse Pointe 30
 Thomson, Marion, 3700 Garfield, Detroit 7
 Timmer, Julia, Fremont
 Tomlinson, Ruth, 127 Portage Ave., Three Rivers
 Trainor, Mary J., Lacey School, Hazel Park
 Trombley, Carrie, 308 N. Blackstone, Jackson
 Trombley, Roberta C., 4290 Marcellus, Detroit 24
 Trudgeon, Pearl, Jefferson School, Battle Creek
 True, Tressa, Asst. Prin., Dasher School, Melvindale
 Truemmer, Herbert W., Longfellow School, Flint
 Tucker, Ethel M., Mason School, Grosse Pointe 30
 Tuomey, Miss M., 1459 Lawrence, Detroit 6
 Van Dyk, Henrietta, 2221 Montclair, Detroit 13
 Van Norman, Margaret, 9320 Bedford, Detroit 24
 Ver Beek, John J., 1213 W. Hackler, Muskegon
 Voorhees, James H., 3801 Pasadena Ave., Detroit
 Wade, Beatrice, 1506 Ferry Park, Detroit 8
 Walcott, E. Forrest, 104 Abbott, River Rouge 18
 Waldorf, Letha, Helmer School, Jackson
 Walker, Clyde M., 20119 Wisconsin, Detroit 21
 Walsh, Helen, 1291 State Fair W., Detroit 3
 Walther, Marie, Stone School, Saginaw
 Waltaire, Helen H., 2018 Wealthy St. S.E., East Grand Rapids
 Wareham, Lucille E., 1415 Parker, Detroit
 Wargelin, Philip J., 338 Voorheis Rd., Pontiac
 Waugh, Nellie A., 13538 Mendota Ave., Detroit
 Webb, Ethel Mae, 112 E. Downie, Alma
 Welch, Edith, Craft School, 3310 Vinewood Ave., Detroit
 Welte, Adeline K., 1203 Bement St., Lansing 12
 Wenzel, Brigetta, 5503 Lakepointe, Detroit 24
 Weter, Grace E., 513 S. Troy St., Royal Oak
 Whistle, Mrs. Retha Clark, 2207 Hills St., Flint
 Wilkinson, Muriel M., McKinley School, Wyandotte
 Wilson, Claudia V., 9835 Dickerson, Detroit 5
 Wingo, G. Max, University Elementary School, University of Michigan, Ann Arbor
 Woody, Dr. Clifford, 4000 University High School, University of Michigan, Ann Arbor
 Woolfenden, Grace F., 12920 Wadsworth, Detroit
 Worner, Frances, 951 Whitmore, Detroit 3
 Wymore, Lottie, Couzens School, Stambaugh Yates, Benton, Supt. of Schools, Harbor Springs
 Young, Dorah Alice, 1500 Harrison St., Flint
 Zagers, Albert S., 421 Burton S.W., Grand Rapids

MINNESOTA

Barrett, Evelyn E., Hancock School, St. Paul 4
 Barron, Caroline K., Calhoun School, Girard and 31st, Minneapolis

Barse, Amy C., Lund School, 40th and Bryant Ave. N., Minneapolis
 †Becker, Heta, 1732 E. Fourth St., Duluth 7
 Benigna, Sister M., St. Matthew School, 19 W. Wintell, St. Paul
 Brezler, Anne, Lowry School, Minneapolis 13
 Brown, Robert P., 607 Fourth Ave. S.W., Rochester
 Bruckner, Dr. Leo J., Prof. of Elem. Educ., University of Minnesota, Minneapolis
 Carlton, Miss I., Hawthth School, 4nd Ave. S. and 1 1/2nd St., Minneapolis 6
 Carlson, Ida C., 3118 E. 72nd St., Minneapolis
 Coleman, Gertrude, Fulton School, 40th and Vincent, Minneapolis
 Dossall, Bertha A., 1332 Dayton Ave., St. Paul 4
 Ellen, Sister Mary, 26 E. Exchange St., St. Paul 2
 Eng, Dora, 1667 Taylor Ave., St. Paul 4
 Exleben, Arnold C., 2406 Grand Ave., Minneapolis 1
 Everson, Helene D., West Junior High School, Duluth 7
 Fenske, Hattie B., Worthington
 Finckh, Ivis, Bigelow
 Fuller, Mrs. Grace W., Madison School, 15th St. and Fifth Ave. S., Minneapolis 4
 Gahlander, Loren L., 3522 N. Knox St., Minneapolis 12
 Georgeven, Sigrid, 2708 W. Seventh St., Duluth 6
 Gonsberg, Annie, Franklin School, St. Paul 1
 Grandall, Alva D., 166 Bates Ave., St. Paul 6
 Gustafson, Leslie J., Supt. of Schools, Owatonna
 Hankerson, Marshall R., Supt. of Schools, Medford
 Hanson, Casper I., Landwehr School, Como Sta., St. Paul 5
 Hanson, Lillian C., Bryant and Monroe Schools, Duluth 6
 Hrer, Sidney H., Adams School, Franklin and 16th Aves. S., Minneapolis
 Hennrich, Evelyn K., 4317 S. Cathfield Ave., Minneapolis 8
 Holmes, Marie O., 616 Summit, St. Paul 2
 Holtz, Jennie F., Irving School, 17th Ave. S. and 28th, Minneapolis
 Hood, Edith G., 2428 Seabury Ave., Minneapolis
 Ignatia, Sister, Cathedral School, 375 W. Kellogg Blvd., St. Paul 2
 Jaspersen, Lillian, 4403 Harriet St., Minneapolis
 Johnson, S. L., Supt. of Schools, Plainsview
 Jurkovich, John J., Homecroft School, 217 E. Calvary Rd., Duluth
 Juten, Adolph L., 221 Kent Rd., Duluth 5
 Keskitalo, Ethel H., 2853 Inglewood Ave., Minneapolis 16
 †Knox, Bess J., 2440 Stevens Ave., Minneapolis 4
 Krogstad, Marie C., Holland School, Minneapolis
 Kummert, Charlotte A., 311 Second St. N., Staples
 Lichtenberger, James E., Seward School, 24th St. and 28th Ave. S., Minneapolis
 Lueck, Agnes L., 3152 Elliot, Minneapolis 7
 Maag, Raymond E., 121 W. Fifth St., Faribault
 Mallory, Blanche, 715 E. First St., Duluth 5
 Maloney, Marguerite L., 1079 Goodrich Ave., St. Paul 5
 Mark, Mrs. Beatrice T., 309 Center St., Mankato
 McAlister, Gladys M., 905 W. 44th St., Minneapolis 9

- McNaughtan, Edith L., Lindsay School, 310 Pleasant St., St. Paul 2
 Metag, E. H., Lincoln School, Byron St., Mankato
 Morris, William A., Alexander Baker School, International Falls
 Murphy, Edna I., Box 354, Grand Rapids
 Nelson, Anna B., 101 S. 19th Ave. E., Duluth
 Newell, Esther, 5315 Russell Ave. S., Minneapolis
 Norman, Frances B., 1022 Essex S. E., Minneapolis 14
 Nyhus, Ellen V., Curtis Hotel, Minneapolis
 Olson, Amy, Standish School, Minneapolis
 Palmquist, Margaret B., Northrop School, Rochester
 Peters, Leone E., 2809 Park Ave. S., Minneapolis
 Petersen, Edith B., Keewaydin-Wenonah Schools, 30th Ave. and 52nd St., Minneapolis
 Petrich, Selma, 1515 Woodland Ave., Duluth
 Ringesen, Mrs. Marguerite, 108 S. Main St., Fairmont
 Robertson, Mrs. Mary S., Washington School, Litchfield
 †Rossman, Mabel A., Jackson School, Duluth
 Roverud, Ella M., Dir. of Elem. Educ., 622 Grand Ave., St. Paul 5
 Sarff, Gladys, Jackson School, Duluth 6
 Savage, Frank L., 915 Holly St., Brainerd
 Scanlon, Alice M., 1299 Grand Ave., St. Paul 5
 †Shove, Helen B., 3116 Clinton Ave. S., Minneapolis 8
 Smith, Mrs. Marion W., 717 N. 19th Ave. E., Duluth 5
 Staudenmaier, W. W., 705 E. 57th St., Minneapolis
 Tanglen, L. H., Supt. of Schools, Hopkins
 Vought, Alfreda H., 3836 Park Ave., Minneapolis 7
 Waller, Beulah H., Cooper School, 44th Ave. and 33rd St., Minneapolis
 Wallace, Martha, Ensign School, Duluth
 Wallenberg, Edith C., 1365 Midway Pkwy., St. Paul 4
 Weld, Paul A., Cobb-Cook School, Hibbing
 Wiecking, Anna M., College Elementary School, State Teachers College, Mankato
- MISSISSIPPI**
- Addison, Mrs. Marie S., Lamar School, Laurel
 Archer, Ellie, 1213 20th Ave., Meridian
 Avera, Mrs. Marvin, Box 582, Greenville
 Baker, Quintard, 715 North St., Jackson
 Bigelow, Dr. Roy G., Dept. of Adult Educ., Box 444, State College
 Blackwelder, D. Lee, Supt. of Schools, McComb
 Bourdeaux, Annie, 2336 34th St., Meridian
 *Breland, Mrs. Viola T., Wiggins
 Briscoe, Marguerite, Power School, Jackson 4
 Brown, Mrs. Frances H., Junior High School, Canton
 Brown, Virginia, 621 23th Ave., Meridian
 Brumfield, J. S., 232 Seventh St., McComb
 Burney, Mrs. Georgia L., Vancleave
 **Cantwell, Mrs. Betty, 111 W. Second, Clarksdale
 Carleton, Mrs. F. E., 916 Wayne St., Macon
 Carpenter, Howard, Supt., Cons. High School, Cascilla
 Carter, Mrs. Laurie Mae, 3211 24th Ave., Meridian
 Clark, Mrs. T. A., Cleveland School, DeKalb
 †Clement, Bess Rogers, Eliza Clark School, Clarksdale
 Coffee, Oline, Primary School, Tupelo
 Cooke, Mrs. Paul S., Hernando
 Cortright, Louise, Whitfield School, Jackson
 Dempster, Alice, 1607 24th Ave., Meridian
 *†Dickins, Hattie, Box 48, Leland
 *Edwards, C. J., Supt., Cons. School, Moorhead
 Edwards, W. P., Supt., Orange Grove School, Gulfport
 *Evans, G. A., Tilton School, Jayess
 *Everitt, Alice, Box 64, Tunica
 Ferguson, Addie, 723 Walnut St., McComb
 Ferrell, R. R., West Side School, Picaune
 Gary, Addie Pearl, Eupora
 Gaston, Evelyn, 1615 24th Ave., Meridian
 *Gervin, Adelaide, DeKalb School, DeKalb
 Gilliland, Bessie, Lee School, Jackson
 Griffin, Anne, Clay Street School, Vicksburg
 Griffith, Mrs. T. C., Box 151, Columbia
 Haddon, M. E., Leaksville
 Harris, Pauline, 412 S. Fifth St., Columbus
 *Hartley, Douglas C., Rt. Box 70, Clarksdale
 Hathorn, Patsy Lee, 2000 Idlewild, Jackson 15
 Horn, Lizzie, 138 College St., Grenada
 Houston, Gabriel, 1417 Jefferson Ave., Oxford
 Houston, Mattie, 1417 Jefferson Ave., Oxford
 Howard, Mrs. Ralph, Jayess
 *Hudson, S. I., Box 253, Purvis
 Hughey, Nell, 429 Magazine St., Tupelo
 *Hunt, Aylene, 802 Delaware Ave., McComb
 Hutchinson, Mrs. Mary, Demonstration School, M.S.C.W., Box 1583, Columbus
 *James, Mildred, Cons. School, Merigold
 Johnston, G. H., Supt. of Schools, Poplarville
 Joyner, Mrs. Bess Pace, Canton
 Kell, Kathleen, Box 362, Pascagoula
 Kethley, Elizabeth, George School, Jackson
 Key, Mary Belle, 451 Dunbar St., Jackson 32
 Kimbrell, Mrs. Leslie, 327 Jackson St., McComb
 Knowles, Adele, Poindexter School, Jackson
 Lantrip, Dora B., Rt. 2, Quitman
 Lee, Grace, 100 Third Ave., Hattiesburg
 Marshall, Mary R., 121 E. Main St., Charles-ton
 *Martin, Mrs. T. L., Clara
 McEachern, Mrs. J. M., Money School, Money
 McKee, Clyde V., Elem. Suprv., State Dept. of Education, Jackson
 McEmore, Mrs. Sallie S., 209 S. 31st Ave., Hattiesburg
 *Meek, Mrs. Christine, Elementary School, Eupora
 Merchant, Ada Gray, Woodville
 *Merritt, W. T., Elementary School, Amory
 Milner, Bessie, East Ward School, Gulfport
 Moore, Nola Dee, Kosciusko
 Moore, Lurline, Box 117, Clarksdale
 Mounger, Sallie B., Box 918, Jackson 107
 Newman, Sallie B., Box 918, Jackson 107
 *Nichols, Eugenia, Horn Lake School, Horn Lake
 Oaks, D. T., Delta State Teachers College, Cleveland
 O'Bannon, Mrs. Fred, Stern School, Greenville
 Oberst, Mrs. Tom C., 508 Eureka St., Greenville
 Oliver, Jane, Delta State Teachers College, Cleveland
 Painter, Mrs. Anne L., Box 613, Pascagoula
 Ramsey, Laura, Carpenter School, Natchez
 *Rawlings, Agnes, Box 283, Meridian
 *Richardson, G. K., Supt., Cons. School, Edin-burgh
 *Richardson, Hattie, Elementary School, Oxford
 Ritch, Alma, Box 313, Biloxi
 Robison, Mrs. Janie A., College Sta., Box 1134, Columbus
 *Rogers, Mrs. Lorye, Magee
 Smith, Irene, 635 33rd Ave., Meridian
 Smith, Lois, Highland School, Meridian
 Smith, Mrs. Morris, 612 N. Second Ave., Co-lumbus
 Speir, Margaret, Dukate School, Biloxi

1980

[illegible]

1. 在 1980 年，美国的平均寿命是75 岁。
 2. 在 1980 年，日本的平均寿命是78 岁。
 3. 在 1980 年，英国的平均寿命是76 岁。
 4. 在 1980 年，法国的平均寿命是77 岁。
 5. 在 1980 年，德国的平均寿命是76 岁。
 6. 在 1980 年，意大利的平均寿命是77 岁。
 7. 在 1980 年，西班牙的平均寿命是76 岁。
 8. 在 1980 年，葡萄牙的平均寿命是75 岁。
 9. 在 1980 年，希腊的平均寿命是74 岁。
 10. 在 1980 年，土耳其的平均寿命是73 岁。

[illegible]

- †Hollister, Mrs. Mary L., 520 W. 40th St., Kansas City 2
 Hood, Emmett A., 6167 McPherson, St. Louis
 Hooss, Ida M., 5330 Pershing Ave., St. Louis 12
 Howard, Joseph E., DeMun School, Clayton 5
 Humphrey, Charles F., 809 Abston, Ferguson 21
 Hunt, Dorothy D., Brookwood School, North Kansas City 16
 Huston, Ruth M., 2729 Penn. St. Joseph 52
 Ilgen, V. Carl, Pershing School, University City
 Johnston, Marguerite B., Ashland School, 3921 N. Newstead Ave., St. Louis
 Jung, Chris W., Foster School, Warrensburg
 Kegelman, Lillian, 1836 Dyer, St. Louis 14
 Kottkamp, Ralph W., 3974 Sarpy Ave., St. Louis 10
 Lambader, May B., 641 W. 59th Ter., Kansas City 2
 Langston, John M., 2354 Michigan Ave., St. Louis 4
 Large, Grace M., 6236 Waterman Ave., St. Louis
 Lawning, Dr. J. Leslie, 3004 Benton Blvd., Kansas City 5
 Lawson, Abbie, 202 Victorian Cts., St. Joseph 21
 Leeper, Mrs. Alta, 923 Vine St., Poplar Bluff
 †Lindel, Albert L., Harris Teachers College, St. Louis 4
 Lomax, Gladys, Humboldt School, St. Joseph
 Lyon, Miss Percy A., 5171 Waterman Ave., St. Louis 8
 Mabrey, Doris, Lorimer School, Cape Girardeau
 Mackenzie, Elbridge, 4471 Olive St., St. Louis
 Mann, George L., 4811 Fountain Ave., St. Louis 13
 Marshall, Paul M., 429 E. 65th Ter., Kansas City
 Martin, Arthur E., 3448 E. 62nd St., Kansas City 4
 Matkin, Harold L., 5908 Charlotte St., Kansas City 4
 McCafferty, Estella H., Lowell School, Kansas City 8
 McCallister, Mabel, 3238 Marshall Ave., St. Louis County 21
 McCarthy, Nellie, 3618 Lafayette St., St. Louis 10
 †McGrath, Isabelle, 5949 Oakherst Pl., St. Louis 12
 Meyer, Harry R., 231 E. 72nd St., Kansas City
 Milam, Fred S., Rt. 2, Kehrs Mill Rd., Chesterfield
 Miller, Arthur L., 3558 S. Jefferson Ave., St. Louis 18
 Miller, Fred B., 6701 Easton Ave., St. Louis
 Miller, Leo R., 7234 Penn. Kansas City 5
 Miller, Louise A., 3952 Cleveland Ave., St. Louis 10
 Miller, Myrtle E., 3229 Renick, St. Joseph 40
 Milster, Ben C., 5428 Holly Hills Ave., St. Louis
 Moeller, Herbert F., Woerner School, 6131 Leona St., St. Louis
 Moles, James D., 2750 Tamm Ave., St. Louis 9
 *Monagan, Rogers T., 6593 Smiley Ave., St. Louis
 Moore, Opal, Hyde School, St. Joseph
 Moore, Reuby S., 1821 Crest Ave., St. Joseph 20
 Morrison, A. F., Gundlach School, 2931 Arlington, St. Louis
 Murphy, Jean, Box 44, St. Clair
 Murphy, Nora G., East College, Farmington
 Neely, Dena Lois, 5236 Brooklyn, Kansas City
 Newkirk, Naomi K., 5222 Brooklyn St., Kansas City
 Noble, Lucille, 247 Forest Ave., Webster Groves
 Nolan, Marie, 812 N. Tenth St., St. Joseph 11
 Noland, Nelle T., 216 N. Delaware St., Independence
 Nowlin, Egbert W., Bristol School, Webster Groves
 Norris, Mrs. Elizabeth K., Seven Oaks School, 3711 Jackson, Kansas City 3
 O'Connell, May, Manchester School, 6839 E. 15th St., Kansas City
 O'Keefe, Patricia Ruth, 3408 Kenwood, Kansas City 3
 Osborne, Dorothy M., 415 N. Seventh St., St. Joseph 51
 Panigot, Dollye, 2705 Pattee, St. Joseph 38
 Parker, Virgil C., Box 537, Salem
 Parman, J. G., 4627 King Hill, St. Joseph 45
 Perkins, Bessie, Florence School, Sedalia
 Perry, John, 1717 W. 11th St., Kansas City 5
 Pierce, Franklin C., 5812 11th St., Brentwood 17
 Pitcher, Stephen L., 7144 Washington Ave., St. Louis
 Powers, Margaret, Paris
 †Purnell, John H., Marshall School, 4342 Aldine St., St. Louis
 Quillman, Harrell D., Central School, Ferguson
 Rader, Eleanor M., 7230 Pennsylvania, Kansas City 5
 Ramsey, Harold T., Whittier School, 1101 Indiana Ave., Kansas City 1
 Reed, Mamie, 5060 Ladue Rd., Clayton 5
 Rennison, A. M., 1329 Francis, St. Joseph 23
 Rhetta, H., 4541 Garfield Ave., St. Louis 13
 Riley, U. L., 2830 Holmes, Kansas City 3
 Robinson, Viola J., Carver School, 1514 Campbell, Kansas City 8
 Rucker, Thomas J., Sr., 5564 Maple Ave., St. Louis 12
 St. Clair, Thomas L., 203 E. First North, Jackson
 Sanders, James A., Marion School, Overland
 Schmidt, Julia B., 3828 Wilmington, St. Louis 16
 Schrader, Alma E., 1001 Ranney Ave., Cape Girardeau
 Seitz, Ray E., 5309 Lucas Hunt Rd., St. Louis
 Selman, William N., 7628 Walnica Ter., Clayton
 *Sheets, R. L., 1316 Dunklin St., Cape Girardeau
 Shepard, Samuel, Jr., Carr School, St. Louis
 Sherman, Lucile A., 3600 Roanoke Pkwy., Kansas City
 Shykles, Gail, 2411 E. 70th Ter., Kansas City 5
 Shipley, G. L. R., Harrison School, Tipton
 Shores, Dr. Roscoe V., Assoc. Supt. of Schools, 224 Liberty Bldg., Kansas City 6
 Skinner, Wiley V., 5915 Park St., Kansas City 4
 Smith, Frances Elisabeth, 311½ Jackson St., Jefferson City
 Smith, Joe W., 7334 Doncaster, St. Louis
 Smith, Margaret J., 2024 South St., Lexington
 Smith, William T., Jr., 4337 Cite Brillante Ave., St. Louis 13
 Smoot, Viola, 2118 Byers Ave., Joplin
 Snyder, Wayne T., 3723 Agnes Ave., Kansas City 3
 Stanley, Lula M., 515 Walnut St., Carthage
 Stephens, C. E., 5550 Page Ave., St. Louis 12
 Stephens, E. E., 8008 Washington St., University City 14
 Strachan, Lexie, Library Bldg., Ninth and Locust, Kansas City 6
 Stuart, Edith, 436 S. Oakley, Kansas City 1
 Summers, Arthur, State Dept. of Education, Jefferson City
 Sutherland, Celia, 2814 Sherman Ave., St. Joseph 52
 Sutherland, Lucille, 725 Bellerive, St. Louis 11
 Taylor, Roy E., Herculaneum

LIST OF MEMBERS

Taylor, Ruby Lee, 5463 Delmar, St. Louis 12
 Thole, Marie A., Mason School, 6031 South-
 west, St. Louis 6
 Thomas, Miles C., Greenwood School, 5th 11
 E. 27th St., Kansas City
 Thompson, Mary A., Greenberry Rd., Rt. 4,
 Jefferson City
 Thompson, Owen E., Wellston School, St.
 Louis 14
 Thompson, Stella, 1220-A Blackstone Ave., St.
 Louis 12
 Trask, Vada, 1233 W. Linden, Independence
 Tumbo, Mabel, 409 E. Armour, Kansas City 4
 Tucker, Isabel, 3826 Pershing Ave., St. Louis
 Vonckx, J. N., 6701 Easton Ave., St. Louis
 Ward, Julia M., 1028 W. 71st Ter., Kansas
 City 5
 Ward, Robert J., 5836 Garfield, Kansas City 8
 Watrous, Mary L., 2640 Euclid St., Kansas City
 Webb, D. M., 2620 Victor, Kansas City
 Weckman, Miriam, 5516 Rockhill Rd., Kansas
 City 4
 Whison, Willie, 414 E. Normal, Kiskerville
 Wickham, Ola, 4965 State Line, Kansas City 2
 Williams, Clarence G., 724 Washington, St.
 Charles
 *Williams, Garvin R., Eugene Field School,
 Maryville
 Williamson, Ruby M., Rt. 5, Box 428, Inde-
 pendence
 Wilson, Miss Katherine H., 1710 Independence
 Ave., Kansas City 6
 Wood, Jesse L., 810 W. Main, Festus
 Young, Myrtle M., James School, *810 Scar-
 rit, Kansas City
 Zimmer, Louise, 917 W. 42nd St., Kansas City 2
 Zierb, Donald V., 7501 Maryland Ave., Clay-
 ton 5

MONTANA

Ames, Mrs. Esther A., Maryland Apt., Great
 Falls
 Anderson, Cecilia, 40 Stucky Apts., Great Falls
 Anderson, Katherine, 40 Stucky Apts., Great
 Falls
 Appan, Selma L., 401 W. Curtiss, Bozeman
 *Bachelder, Sid D., Junior High School,
 Great Falls
 Bartlett, F. E., Polson
 Bontz, Margaret, 215 N. 34th, Billings
 Brown, Lillian, Roosevelt School, Great Falls
 Brown, Nellie V., 114 N. 26th, Billings
 Button, Mrs. Marie A., Lexington Apts., Great
 Falls
 Chamson, Goldie, Tripp and Dragstedt Apts.,
 Butte
 Cline, Bethyl P., 414 N. Bozeman Ave., Boze-
 man
 Dean, Dr. Charles D., Asst. Supt. of Schools,
 Box 1677, Billings
 Eldarkin, Esther, 233 S. Washington St., Butte
 Erwin, Josephine M., 615 N. 19th St., Billings
 Flores, Mrs. Zella K., 514 Eighth Ave. S.,
 Lewistown
 Gass, Lloyd C., Roosevelt School, Missoula
 Hennigar, Lucile A. D., Lincoln School, Glen-
 dive
 Johnson, Lowell W., Supt. of Schools, Butte
 Lausted, Alice, 205 N. 26th St., Billings
 Lausted, Hulda, 205 N. 26th St., Billings
 Matteson, Pearl, Largent School, Great Falls
 McNally, Mrs. Dorothy, Columbus
 O'Leary, Mabel, 326 W. Mercury St., Butte
 Peters, Joe E., Box 852, Havre
 Petersen, Goldie, 2817 Sixth Ave. N., Billings
 *Peterson, A. G., Pres., Eastern Montana State
 Normal School, Billings
 Quigley, Mary L., McKinley School, Butte
 Riley, Mrs. Hazel, Longfellow School, Great
 Falls
 Ross, Harry M., 1121 Lighth Ave., Helena
 Rullen, Esther M., Box 28, Bozeman

Thompson, Frank M., McKinley School, Grinnell
Falls
Toner, Matt Ler., 404 West Ave., Great Falls
Whitney, Jess W., Peach Hill School, Great Falls
Williams, D. S., Sup't of Schools, Rochester

知不足齋叢書

[illegible]

ELEMENTARY SCHOOL PRINCIPAL

†O'Brien, Mrs. Margaret F., Druid Hill School,
Omaha 11
Otte, John, Sherman School, Omaha
Preston, Eunice L., 130 S. 28th, Lincoln
Pritchard, Lula, 6334 N. 30th St., Omaha
†Rasmussen, Maren, 671 N. 58th St., Omaha
†Reap, Edna M., Lake School, Omaha 10
**Reynolds, Florence, 6820 N. 24th St.,
Omaha 11
†Reynolds, Gertrude, 144 S. 38th St., Omaha
Rice, Elsie M., 3125 Cedar Ave., Lincoln 2
Rousseau, C. Maude, 1245 S. 26th St., Lincoln
†Rois, Cassie F., Dir. of Certification Div.,
Dept. of Elem. School Prin., Natl. Educ.
Assn., 2609 Bristol St., Omaha 10
†Sahn, Mrs. Otto, 1125 S. 35th Ave., Omaha 5
Schwartz, Mrs. Nina Baker, 1901 S. 40th,
Lincoln
Swanson, Eleanor C., 2928 N. 53rd St., Lincoln
Thompson, P. T., Columbian School, Omaha
Velte, C. H. Supt. of Schools, Crete
Watkins, Marian, Clinton School, Lincoln
Whitehouse, Pattie, Mason School, Omaha
Widoe, Fred, 5110 S. 39th St., Omaha
Wilke, Margaret M., Box 477, Kimball
†Williams, Mrs. Nellie C., Long School,
Omaha

NEVADA

Dominguez, Mrs. Pearl G., 130 W. Liberty
St., Reno
Knudson, K. O., 217 N. Sixth St., Las Vegas
Mathews, Mrs. Amy D., Panaca
Smalley, Floyd, Supt. of Schools, Hawthorne

NEW HAMPSHIRE

Beaven, Theodore, 58 Ash St., Manchester
Bowers, Elsie A., Mt. Pleasant School, Nashua
Bushnell, Almon W., Supt. of Schools, Meredith
Callahan, Florence, 13 Maple St., Woodsville
Capron, Mrs. Marie A., Cutler School, West
Swanzy
Chase, Mrs. Mary A., Walker School, Concord
Connor, Mrs. Edwina M., Hancock School,
Franklin
Creamer, Madeleine, 19 Riley Block, Claremont
Dube, Joseph Z., 1 River St., Walpole
Hennessey, Thomas E., 9 Noble St., Somers-
worth
**Jeffords, Alice L., 411 Middle St., Ports-
mouth
Keir, Jean, 12 Front St., Rochester
Lewis, Della I., 145 Clinton St., Concord
McAllister, Mrs. Anne, Pollard School, Plaistow
McDonald, John T., 95 River Rd., Manchester
McGeoch, Dorothy M., Keene Teachers College,
Keene
Morrison, Fanny, 169 Mt. Vernon St., Dover
Morrow, Muriel, Atlantic Heights School,
Portsmouth
Nichols, Reginald B., 10 Pine St., Woodsville
Page, Dora E., 88 Main St., Pittsfield
Parker, Florence L., Central St. Hudson
Ray, Bernice A., 25 E. Wheelock St., Hanover
Russell, Annie F., 347 Ash St., Manchester
Seavey, Marion K., Plymouth Teachers College,
Plymouth
Simpson, Margaret I., 407 Middle St., Ports-
mouth
Stone, Mrs. Florence G., 40 Page St., Keene
Teed, Mrs. Esther F., Central School, Peter-
borough
Thunberg, Elsa, Lafayette School, Portsmouth
Trask, Winifred, Groveton

NEW JERSEY

Ackerman, Anna M., 7 Mayfair Rd., Morris
Plains
†Adams, Mrs. A. Virginia, Cunningham School,
Vineland

Algor, Mrs. J. R., 120 Willow St., Fair Haven
Alma, Sister Mary, Our Lady Star of Se
School, 15 N. California Ave., Atlantic City
Anderson, Amy, 219 E. 21st Ave., Wildwood
Anderson, Helen I., Continental School 3
Elizabeth
Anthony, Paul U., Somerset School, North
Plainfield
Atkinson, Bertha L., Summit Avenue School,
Pitman
Barnes, Mrs. Mary D., 223 Summit Rd., Eliza-
beth
Barrie, Margaret J., Lincoln School, Hawthorne
Barron, Mary, Franklin School, Elizabeth
Baugher, James K., Chestnut School, Roselle
Beck, Richard T., Asst. Supt. of Schools,
Jersey City 4
Bedrick, Emanuel, No. 5 School, Linden
Beverstock, Helen, Rand School, Montclair
†Bigelow, Merrill A., 159 Williamson Ave.,
Bloomfield
Bishop, J. Edgar, 130 S. Centre St., Merchant-
ville
Bixby, Paul W., Box 1491, Short Hills
Bloomer, Emma J., 193 Main St., Flemington
Borden, Mrs. Anita Moore, Ridge Avenue
School, Neptune
Bourdon, Mrs. Elizabeth C., 17 Jones Ave.,
New Brunswick
Boyer, B. J., 319 Ashland Rd., Bound Brook
Brainard, Mrs. Eleanor L., Nathan Hale School,
Kearny
Brandenburg, Edna A., Brayton School, Summit
Bray, Mary, 41 King's Highway E., Mt.
Ephraim
†Breadley, Mrs. Helen C., 57 Princeton Ave.,
Princeton
Brown, Ella R., Supt. of Schools, Millville
Brown, Gladys D., Box 82, Dunellen
Brownrigg, Helen M., Girls' Trade School,
Newark 5
Buchanan, Margaret, 53 S. Windsor Ave., At-
lantic City
Buffington, E. A., 86 Linden Ave., Bloomfield
Burdge, Mrs. Ella M., 2 Edgewood Ct., Lake-
wood
Burnham, Merrill S., 166 Union Pl., Ridgefield
Park
Burns, Loretta L., School 8, Sixth St., Elizabeth
Bush, Fred S., Fairview School, Bloomfield
Butterfield, Harold E., Public Schools, Union
Beach
Cadoo, Sarah E., Franklin School, Summit
Cadwallader, Dorothy Kay, 50 Atterbury Ave.,
Trenton 8
Caruchia, Elsie D., Burnet Street School,
Newark 2
Carr, Louis D., School 23, 143 Romaine Ave.,
Jersey City 6
Cason, Dr. Eloise B., Dir. of Child Guidance,
155 Broad St., Bloomfield
Cassel, Lloyd S., Broad Street School, Freehold
Castle, Mabel C., Madison Avenue School,
Atlantic City
Chase, Dr. Lawrence S., Co. Supt. of Schools,
314 Hall of Records, Newark 2
Clayton, Joseph E., Supvg. Prin., Broad and
South Sts., Matawan
Cole, Alice K., Lincoln School, Elizabeth 2
Conley, Emma G., Texas Avenue School, Atlantic
City
Conroy, Mrs. Helen M., 63 Sherman Pl., Jersey
City 7
Conway, William F., Supvg. Prin., Edgewater
Cosine, Alice M., 143 Carbon St., Paterson 2
Coyle, Fred V., School 4, Paterson
Craig, James C., Ocean Grove School, Ocean
Grove
Crane, J. Ernest, Madison Junior High School,
Newark 8
Curry, Mrs. Malcolm, Linden Avenue School,
Glen Ridge

LIST OF MEMBERS

(New Jersey) 297

- Dora, Lillian A., Newfield
 David, Vivian O., Lafayette School, Bound Brook
 Davis, Courtland V., Evergreen School, Plainfield
 DeBlasy, H., Christian School, 82 Cottage St., Midland Park
 DeBros, Alice Marie, 3307 Fairview Ter., West New York
 Dee, Frank P., 514 Fairoute Ave., Roselle Park
 Decker, Bessie T., 130 Lake Ave., Boonton
 Delaney, Mrs. Eleanor C., Woodrow Wilson School, Elizabeth
 Desmond, Anita, School 35, Sip Ave., Jersey City
 Dewey, Florence E., School 2, Bogota
 Dickinson, Florence M., Davis School, Camden
 Diffenderfer, Willard T., Chancellor Avenue School, Irvington
 Dixon, Sadie H., Rt. 1, Rockaway Neck, Boonton
 Dobbins, Margretta, School 6, Clifton
 Donahue, Claire, Junior High School No. 11, Passaic
 Donnelly, Andrew J., Jr., School 23, Paterson
 Donovan, Katherine E., Smithburg Rd., Rt. 3, Freehold
 Dorsey, Belle E., School 1, State St., Perth Amboy
 Dowling, Mrs. M. J., Columbus School, Carteret
 Doyle, Mrs. Catherine E., 420 Sussex Rd., Woodbridge
 Drew, Fred L., Newport School, Newport
 Duplak, Nellie P., 321 Harrison St., Passaic
 Dwyer, John, Marshall School, Elizabeth
 Eddinger, Lester M., Bond Street School, Asbury Park
 Egan, Mary B., 719 Morgan Ave., Palmyra
 Emmet, Martha M., Cleveland School, Englewood
 Erhart, Carrie W., 408 Oliver St., Bordentown
 Fenton, William D., Rt. 1, Glasboro
 Ferguson, Mary E., School Admin. Bldg., 1809 Pacific Ave., Atlantic City
 Fiedler, William G., Washington School, Union City
 Finger, Mary H., Gregory School, Trenton
 Firth, Mildred E., 685 Belvidere Ave., Phillipsburg
 Fisher, Harriet M., Hamilton School, Highland Park
 Fitzpatrick, James E., Jr., Donohoe School, E. Fifth St., Bayonne
 Flory, Floyd C., Berkeley Terrace School, Irvington 11
 †Flower, Frank R., 8 East Dr., Margate City
 Floyd, James R., 1231 Thornton Ave., Plainfield
 Forester, Dr. John J., Bradford School, Upper Montclair
 Forrest, John A., Roosevelt School, Fair Lawn
 Frappoli, Marie P., Preakness School, Paterson
 †Freeland, Grace A., 38 Elm St., Summit
 Freeman, Florence, Bergen Street School, Newark 8
 Frey, Albin J., Peshine Avenue School, Newark
 Frick, Mrs. Eleanor H., Rt. 1, Box 85, Milford
 Fries, H. C., 1210 Stillman Ave., Plainfield
 Funston, Augusta R., 2360 Boulevard, Jersey City
 Gaskill, Mrs. Edna D., Whiting
 Gannon, C. E., 1230 Broad St., Bloomfield
 George, Jessie F., 623 Lincoln Blvd., Westwood
 Gerace, Stephen J., 35 Poplar Ave., Pompton Plains
 Gerlack, Luella, 110 N. Second St., Millville
 Gibson, Mrs. Mae S., Rt. 2, Freehold
 Gioia, Michael, Lincoln School, Hasbrouck Heights
 Gleason, Richard L., Washington School, Elizabeth
 Goetz, Dorothy, Lanning Demonstration School, New Jersey State Teachers College, Trenton
 Goetz, Florence M., 235 Cuyler Ave., Trenton 9
 Golder, R. Boyd, Elmer
 Goodwin, Mrs. Ruth F., Allen School, Butler-ton
 Gorab, Joseph A., Box 516, Rt. 2, Westwood
 Gough, Kathryn G., 2672 Boulevard, Jersey City
 Graf, Clifford L., Grammar School, Pennington
 Gremont, Helen C., 370 South Ave., Bridgeton
 Greenan, John T., 312 N. Walnut St., East Orange
 Greenough, Edith R., Washington School, Hawthorne
 †Gronde, Franklin J., 218 Fourth Ave., Bradley Beach
 Hagaman, Mrs. Carolyn R., Rt. 1, Elmer
 Halloran, William F., Theodore Roosevelt School, Elizabeth
 Hammell, Ethel C., Massachusetts Avenue School, Atlantic City
 Hammond, D. Stanton, 309 E. 42nd St., Paterson
 Hand, Horace, 240 Fowler Ave., Jersey City 3
 Hardwick, Mrs. Catherine H., 332 Woodside Ave., Newark 4
 Hargrove, William B., Elliott Street School, Newark
 Hartman, Albert L., 104 Haddon Pl., Upper Montclair
 Hartman, Richard M., 183 Franklin Ave., Midland Park
 Harvey, Esther H., Washington School, Dumont
 Hawley, Arie M., Columbus School, Elizabeth
 †Hayward, Dr. W. George, Chairman, Edit. Com. 1949, Dept. of Elem. School Prin., Natl. Educ. Assn., 339 S. Burner St., East Orange
 Hegel, Lizzie C., 66 S. Tenth St., Newark 7
 Heiney, John F., Liberty School, Englewood
 Heller, Josephine McM., 610 Beacon Ave., Paulsboro
 Hermann, Edwin G., 530 Ramapo Ave., Pompton Lakes
 Hess, Justin H., Junior High School, Atlantic City
 Hoff, Mrs. Harry W., 363 Lincoln Ave., Orange
 Hoffman, Edith L., Asst. Prin., Junior High School 3, Trenton
 Hookway, A. Thomas, Washington School, Bayonne
 Hopkins, Mary M., Elmora School 12, Elizabeth
 Hoppock, Anne, State Dept. of Educ., Trenton
 Hotchkiss, J. Douglas, South Avenue School, Bridgeton
 Hummer, H. Myrtle, 28 Wall St., Trenton
 Hunt, Mrs. Mary E., 143 N. Broadway, Penns Grove
 Ireland, Ruth Anne, Tuscan School, Maplewood
 Jacob, Dr. Walter, Dir. of Training School, Vineland
 Jacobus, Mrs. Frieda, 68 Park Ave., Bloomfield
 Jane, Sister Mary, Holy Spirit School, 23 N. Massachusetts Ave., Atlantic City
 Jenkins, Albion U., Asst. Supt., 31 Green St., Newark 2
 Jess, C. Donald, Washington School, Bergenfield
 Johnson, Coates L., 31 Thrumont Rd., Caldwell
 Jonnston, Ruth S., Washington School, Ridge-wood
 Kearby, Mrs. Ruth W., Radburn School, Fair Lawn
 Keller, Ethel M., 711 Glen Ave., Westfield
 Kelly, M. Agnes, Lincoln School, 305 Harrison St., Nutley 10
 Kelly, Mrs. Teresa R., Intermediate School, Raritan

- Kelly, Winnifred, Grant School, Trenton 9
 Kennington, Charles H., 267 Weequahic Ave., Newark 8
 King, Charles L., Mt. Vernon Avenue School, Irvington
 Klein, Mrs. Anna L., School 1, Guttenberg
 Knopf, Alfred A., School 9, Paterson
 Knopf, Edward L., School 13, Paterson
 Knowles, Mrs. Margaret A., Madison-Monroe School, Elizabeth
 Koerner, Grace E., Seth Boyden School, Maplewood
 Kumpf, Carl H., Miller Street School, Newark 5
 Kuntzelman, Harvey A., 87 Myrtle Ave., Dover
 †Kurtz, Louise, 195 Whitford Ave., Nutley
 Lafferty, Mabel, Glassboro
 Lawpaugh, Howard E., School 10, Paterson
 Lawrence, Clifton E., Wantage Cons. School, Rt. 1, Sussex
 Lee, Eleanor R., Mott School, Trenton 10
 Lerwelling, Greta V., Washington School, Trenton
 Leonard, Mary A., Bd. of Educ., City Hall, Elizabeth
 Levy, Harold, 875 Avenue C, Bayonne
 Lewis, Mildred A., Maple Avenue School, Morristown
 Libby, Herschel Scott, Supt. of Schools, Irvington
 †Locher, Mrs. Charlotte E., 214 Roosevelt Ave., Hasbrouck Heights
 Logan, Mary G., Box 106, Kingston
 Long, Mrs. E. Lucretia, Elementary School, Wenonah
 Lorenzo, Sister Mary, 37 Sherman Ave., Trenton 9
 Losi, Maxim F., 61 Sherman Ave., Jersey City 7
 Mailly, Edward Leslie, 34 Kensington Ave., Jersey City
 Malone George C., Bradley School, Asbury Park
 Marconi, John A., Woodrow Wilson School, Bayonne
 Martz, Frank J., Lincoln School, Cranford
 Matthews, Ethel M., 403 S. Parkway, Clifton
 Maxwell, Mrs. Doris E., Roosevelt School, Lodi
 McCann, Katherine M., Jefferson School, Trenton
 McCaw, Earl W., Fairmount School, West Orange
 McClellan, George B., Hohokus School, Hohokus
 **†McConnell, Ralph C., Texas Avenue School, Atlantic City
 McCormick, Felix J., Berkeley School, Bloomfield
 McCorristin, Mrs. Edith D., 215 Pine St., Millville
 McDavit, Herbert W., Elementary School, North Caldwell
 McDonough, Marguerite F., 124 Randolph Rd., Plainfield
 McKendree, Dr. E. Wallis, City Hall, Camden
 McLean, William, Mt. Hebron School, Upper Montclair
 McNamara, Robert F., School 9, Jersey City 2
 McNulty, Elizabeth, Oxford Avenue School, Ventnor City
 McTamney, Mary C., 1444 W. State St., Trenton
 Michael, Raymond, Junior High School 3, Trenton
 Mildred, Mother M., St. Francis Hospital, Trenton 9
 Miller, Mrs. Eva P., Spring Garden School, Nutley
 Miller, Mrs. Henrietta List, Lincoln School, Lodi
 Miller, William E., Vine Street School, Bridge-ton
 Minasian, Henry, 55 Smallwood Ave., Belleville 9
 Moffett, Marcella G., 301 W. State St., Trenton
 Moore, Elizabeth, Greenwich
 Morgan, Kathryn R., Friends School, Atlantic City
 Morris, Howard, Jr., Elementary School, Woodstown
 Morrison, Howard D., Supvg. Prin., Hamilton Twp. Schools, Trenton 10
 Mosby, Rosa M., 231 Washington St., Mt. Holly
 Moulton, Dr. O. J., Neptune High School, Ocean Grove
 Muller, Anna M., Englishtown
 Mullin, John G., 1005 Broad St., Pleasantville
 Munson, Ruth W., Jefferson School, Maplewood
 Neulen, Lester N., 360 Warwick Ave., West Englewood
 Noble, Martha, East End School, North Plain field
 North, Florence C., Box 495, Mahwah
 O'Brien, Edward, Lafayette School, Elizabeth
 O'Donnell, Anna M., Roosevelt School, Bayonne
 Ordway, Paul B., Dir. Bureau of Child Welfare, Bd. of Educ., Paterson 1
 Osborn, George H., Jr., River Rd., Chatham
 Palsgrove, Mabel P., Chelsea Heights School, Atlantic City
 Parks, Leonard R., Public School, Cedar Grove
 Parliment, Clifford W., State Dept. of Educ., Trenton 8
 Pascucci, Anna M., Garfield School, Long Branch
 †Patz, Gustav, 2033 Balmoral Ave., Union
 Peffer, Ernest M., Maxson School, Plainfield
 Peffer, George W., Florence Avenue School, Irvington 11
 Penn, Mrs. Ruth K., Kelly Ave., West Creek
 Peters, Mrs. Mary V., 22 S. Baltimore Ave., Ventnor
 Petersen, Anne J., 10 Suydam St., New Brunswick
 Petty, Letitia A., Jefferson School, Lyndhurst
 Phillips, Dr. Thomas E., School 3, Bayonne
 Pierce, Dr. Charles B., Supvg. Prin. of Schools, Audubon
 Pomeroy, Mrs. Elizabeth Moore, Washington School, Montclair
 Powell, Mrs. Lou B., Roseland School, Roseland
 Predmore, Charles T., Washington School, Plainfield
 Prentice, Richard K., Lafayette School, Morristown
 Probert, William W., School 12, Paterson 3
 Pultz, Ethel M., 723 Westwood Ave., Long Branch
 Quig, Emily Hart, 5 Parnley Pl., Summit
 †Quimby, Neal D., Washington School, West Orange
 †Quinn, Guy L., 2106 Bangs Ave., Neptune
 Ranney, Russell G., Shrewsbury Twp. School, Rt. 1, Eatontown
 Read, Helen Pitman, Stirling School, New Brunswick
 Rear, Leslie V., Box 501, Danville
 Richards, Anna E., Cleveland School, Carteret
 Richards, William F., School 3, Belleville 9
 Richman, Nathan, School 4, West New York
 Rickards, Edward S., School 1, Denville
 Ricketts, Mrs. Ella S., Belmar School, Belmar
 Ricord, Mrs. M. J., 119 Ayers Ct., West Englewood
 Robinson, Thomas E., Co. Supt. of Schools, Mercer Co. Court House, Trenton 9
 Rodda, Mrs. Charlotte, Mountain View School, Mountain View
 Roth, Mary E., Cupsaw Lake, Wanaque
 Sailey, Mrs. Alice B., 1894 Brunswick Ave., Trenton

- Salandra, Felicia, Waverly Avenue School, Newark 3
 Salmons, Sue A., 205 Ocean St., Beach Haven
 Salisbury, Jerome C., 155 Broad St., Bloomfield
 Samuels, Ethel M., Livingston School, New Brunswick
 Sayre, Martha, 6703 Church Rd., Merchantville
 Satterlee, William G., Jr., Alfred Vail School, Morris Plains
 Saul, Anna E., 2 Harrison Ave., Jersey City
 Saunders, Dr. Carleton M., Supvg. Prin., Bridgewater Twp. Elementary Schools, Raritan
 Schaefer, Anna G., Morton Street School, Newark 3
 Schneider, Lillian E., 54 Easton Ave., New Brunswick
 Schweg, Rhoda C., South Seventeenth Street School, Newark
 Scott, Anna C., 215 N. Central Ave., Englewood
 Scott, Dorothea A., Midland School, Rochelle Park
 Seeley, John W., Forest Avenue School, Glen Ridge
 Seiberling, Anna C., Pennsylvania Avenue School, Atlantic City
 Sexton, Wray E., 23 Hoffman St., Maplewood
 Shepherd, H. P., Lincoln School, Lyndhurst
 Shotwell, Fred C., Supvg. Prin. of Schools, Franklin
 Sickler, Edna F., 61 Pitman Ave., Pitman
 Sickles, Mrs. Viola L., 20 De Normandie Ave., Fair Haven
 Simons, Mrs. Myrtle H., 67 Salem Ave., Burlington
 Smith, William R., 270 Highland Ave., Newark
 Smulling, Hannah P., 529 Fourth Ave., Haddon Heights
 Snavelly, Francis B., Robert Treat Junior High School, Newark 3
 Southard, Mrs. Maude B., 425 Trinity Pl., Elizabeth 3
 Sozio, Pasquale, 381 Parker St., Newark
 Stalter, Ethel, Montvale School, Montvale
 Steuer, Elsie A., Grant School, Dumont
 Stevenson, Margaret L., Junior High School Ohio and Pacific Aves., Atlantic City
 Steward, Harold D., 124 Fairbanks St., Hillside
 Stiles, Hazel B., 122 Wildwood Ave., Pitman
 Stockwell, Anne B., Clinton School, Maplewood
 Stoddart, Walter E., 57 Sandford Pl., Newark 6
 Stokes, Lillie M., 212 Dodd St., Weehawken
 Stratton, Mason A., Chelsea Village, 125 N. Hartford, Atlantic City
 Straub, Dr. J. Harold, Willard School, Ridgewood
 Streeter, R. A., Public School, Essex Fells
 Stryker, Ethel M., Junior High School 5, N. Montgomery St., Trenton
 Stull, Mrs. Anna G., Lafayette School, Highland Park
 Summers, Mrs. Katherine W., 479 Irvington Ave., Elizabeth 3
 Suttles, Mrs. Emily H., Brighton Avenue School, Atlantic City
 Swan, George L., Emerson School, Teaneck
 Tastera, Lucyan John, School 8, Seventh and Jefferson Sts., Hoboken
 Tamboer, Anne E., School 17, Paterson
 Taylor, Grace L., School 6, McKee City
 Ten Eyck, J. Harold, Junior High School, Somerville
 Thomas, Gwendolyn, Long Hill Rd., Millington
 Threlkeld, C. H., Supt., South Orange Maplewood Schools, 27 Berkshire Rd., Maplewood
 Toomey, Mrs. May McGill, Columbus School, Trenton 8
 Townsend, Irving J., Maple Avenue School, Newark 8
 Troy, Ann A., 293 Chestnut St., Nutley
 Turnbaugh, E. L., Madison Avenue School, Irvington
 Tuttle, Ernest W., 215 Dodd St., East Orange
 Twibell, William S., Jr., 30 L. Delaware Ave., Pennington
 Updike, Carolyn S., Dutch Neck School, Dutch Neck
 Vandenberg, Harold A., Roosevelt School, Hawthorne
 Van Ness, Paul H., 140 Roxville Ave., Newark 7
 Van Sickle, Blanche, School 9, Perth Amboy
 Vetter, E. H., Supvg. Prin., Borough of Pleasant Pl., 10 N. 12th St., Hawthorne
 Wabner, D. C., 112 Spring Valley Ave., Hawthorne
 Wacker, J. M., Wall's School, Pitman
 Warner, Mrs. Elizabeth, Lawrence School, Burlington
 Warren, Dr. Helen B., South Eighth Street School, Newark
 Warwick, Raymond, Bradley Park School, Neptune
 Waxwood, V. F., Liberty Street School, Long Branch
 Webster, Mrs. Angelo M., Box 82, Hazlet
 Weigle, Charles L., Fairmount School, West Orange
 Wert, Paul G., New Vernon
 Wieder, Homer W., 949 W. Eighth St., Plainfield
 Wilde, Anna A., 174 S. Highwood Ave., Glen Rock
 Wilgus, Charles M., School 4, Fanwood
 Willey, Edith W., 108 Lupton Ave., Woodbury
 Wirths, Dorothy, School 4, Cliffside Park
 Wood, Joseph F., 652 Valley Rd., Upper Montclair
 Worth, Charles L., Third Ward School, Lambertville
 Wright, Mrs. Ethel V. T., Richard E. Byrd School, Glen Rock
 Wright, Stella J., 154 Welton St., New Brunswick
 Yeager, Mrs. Eleanor C., Park Avenue School, Pleasantville
 Young, Donald M., Bangs Avenue School, Asbury Park

NEW MEXICO

- Adams, Orval E., 1051 Seventh St., Las Vegas
 Alexander, Mrs. Betty, Box 904, Taos
 Arledge, Mrs. Ellen, 121 S. Ninth St., Albuquerque
 Baker, Blanche, Central School, Las Cruces
 Bigelow, Mrs. Margaret, 322 N. Carlisle, Albuquerque
 Bobo, Mrs. Irma, 309 Buena Vista Ave., Albuquerque
 Bradley, Mrs. Corinne W., Grandview School, Las Cruces
 Campbell, Frank S., 1013 Sheldon St., Clovis
 Chavez, Adolfo, 642 Sunset Rd., Albuquerque
 Clark, Clifton W., Supt., Dona Ana Co., Las Cruces
 Conlee, Robert H., 416 Tulane Pl., Albuquerque
 Cowan, Mabel, 516 N. Arizona St., Silver City
 Crockett, Mrs. Pearl, Elementary School, Anthony
 Curtis, Ward, Dir. of Elem. Educ., 350 W. Marcy, Santa Fe
 Deaton, Mrs. Laura Mae, Box 792, Roswell
 Depenbrink, Waldo S., Garfield
 De Vane, F. Elena, 706½ N. Halagueno, Carlsbad

- Dillard, Mrs. Wilma, Rt. 1, Box 128, Carlsbad
 Doherty, Mrs. Helen L., 125 Maxwell Ave.,
 Raton
 Duggan, Coral, Central School, Anthony
 Dunn, Mrs. Martha, 420 S. Yale, Albuquerque
 Fowlkes, Willie R., Box 126, House
 Gill, Donald K., 601 S. Fourth, Albuquerque
 *Goff, Harold R., 3212 Monterey Dr., Albu-
 querque
 Gonzales, Adolfo C., 1585 Cerro Vista, Albu-
 querque
 Gray, Howell, Box 111, Farmington
 Griffith, Kathryn E., 334½ W. Van Patten,
 Las Cruces
 Gunn, Mrs. Alma, 420 Parker Rd., Las Cruces
 Hays, Louella, 1016 Seventh St., Las Vegas
 Holland, Mrs. Cora M., 316 N. Bayard, Silver
 City
 Hoskins, Harley D., 421 S. Amherst, Albu-
 querque
 Hosmer, Oscar H., Smith School, Deming
 Houpt, Otis, Box 21, Tucumcari
 Hutton, L. E., 815 S. W. Pine, Portales
 *James, E. M., Central Grade School, Portales
 Jeffers, Harold, Box 224, Las Cruces
 Jordan, Mettie, Box 375, Eunice
 Komegay, R. C., Malaga School, Malaga
 Leason, Marjorie, 421 N. Fourth St., Raton
 Linticum, J. B., 1006 W. Tijeras Ave., Albu-
 querque
 Low, Frank, 3013 N. Arno, Albuquerque
 Lyater, Amy, 1312 Seventh, Las Vegas
 Marley, David W., 720 N. Monroe, Portales
 McCollum, Dr. J. R., 2928 Santa Clara Dr.,
 Albuquerque
 McMahon, Mrs. Iona, Lucero School, Las
 Cruces
 *Mills, Charles L., Box Y, Hobbs
 Mills, Vernon R., 615 S. W. Union, Portales
 Mitchell, George F., 315 S. Tenth St., Albu-
 querque
 Mizer, Mrs. Marie, Rt. 1, Box 66, Deming
 Mock, R. R., N. Fourth Street School, Albu-
 querque
 Moss, Albert B., Junior High School, Carlsbad
 Nees, Ruth, 133½ S. Alameda, Las Cruces
 Oda, Sister M., O.S.F. Cuba School, Cuba
 Payton, Lowell, Rt. 2, Box 139-A, Roswell
 Powell, Fay Barr, 101 S. Missouri Ave., Roswell
 Riddle, Tom A., Supt. of Schools, Carlsbad
 Rordan, Kathryn, 504 S. Gold Ave., Deming
 Robbins, Raymond H., Box 83, Lovington
 Rose, Charles L., State Supt. of Public Instruc-
 tion, Box 999, Santa Fe
 Russell, Mrs. Clem, Mesilla Park
 Schupp, Ona E., 223 N. High St., Albuquerque
 Short, Walter G., Park School, Artesia
 Stanfield, Bertha, Elementary School, Hot
 Springs
 Totten, Clyde, 703 S. Michigan Ave., Roswell
 Tracy, Stuart B., 1147 N. Alameda, Las Cruces
 Traylor, R. V., Central School, Lordsburg
 Tunnell, Hal, Box 153, Lovington
 Vercher, Leander J., 226 W. Court St., Las
 Cruces
 Watson, Dorothy, Pinos Altos
 Watson, Mrs. Mary R., County Court House,
 Albuquerque
 White, Jessie, Springer
 Woodruff, Fannie, 107 N. Eighth, Artesia
- NEW YORK
- Abate, Harry F., Niagara Street School, Ni-
 agara Falls
 Abbott, Eva M., 1626 Weston Ave., Niagara
 Falls
 Abbott, Ruth M., 90 E. Main St., Port Jervis
 Adams, Norma A., 406 Turin St., Rome
 Albertson, Dorothy E., Cedar Ave., Pough-
 keepse
 Allen, Doris E., Lyncoot School, 2711 Court
 St., Syracuse 8
 Allen, Edward, Public School, Akron
 †Allen, Florence M., Grove Street School,
 Freeport
 Allen, W. Paul, Fox Meadow School, Scarsdale
 Aloisie, Sister M., 333 E. 62nd St., New York
 21
 Alt, Florence, Webster School, Syracuse
 Anderson, Ellen R., State Teachers College,
 Potsdam
 Andrews, Wendell B., Lincoln School, Schene-
 ctady
 Anesia, Sister Mary, 109 E. Seventh St., New
 York 3
 Antell, Dr. Henry, 120 Kenilworth Pl., Brook-
 lyn 10
 Aquinas, Sister M. Thomas, Mt. St. Mary's
 Academy, Newburgh
 Arnold, Frank C., 35-54 88th St., Jackson
 Heights
 Arnold, Raymond W., Roosevelt School, Ken-
 more
 Ast, Raymond J., School 42, Buffalo
 Austera, Emma H., School 26 Bronx, Burnside
 and University Aves., New York
 Avery, Faith B., Irving School, Catskill
 Axel, Tamah, 2435 Dickens Ave., Far Rockaway
 Ayres, George R., 305 Union Ave., Mamaroneck
 Bailie, Iva D., 82 Glen Ave., Port Chester
 ‡Baker, Harold V., Chairman, Edit. Com.,
 1947, Dept. of Elem. School Prin., Natl.
 Educ. Assn., Daniel Webster School, New
 Rochelle
 Banks, M. Alberta, 825 W. 187th St., New
 York 33
 Banks, William D., High School, Cornth 2
 Banta, Katherine A., 65 Wesley Ave., Port
 Chester
 Barber, Elton L., 610 Garden St., Little Falls
 Barr, MacArthur, Supvg Prin., Public Schools,
 Nanuet
 Barrett, John J., 649 Norfolk Ave., Buffalo 15
 Barry, Winifred A., School 5, Oceanside
 Barth, Mark, 45 W. 81st St., New York 24
 Bartholomew, Bertha M., Boynton Junior High
 School, Ithaca
 Bastedenbeck, Miss R. R., Prospect Street
 School, Baldwin
 Battershall, Minnie J., 1012 Albany St.,
 Schenectady
 Baughner, Lillian M., Fifth Street School, Ni-
 agara Falls
 Beggs, Frances E., Jefferson Apts., Niagara
 Falls
 Benedict, Mildred F., 59 E. Eighth Ave.,
 Gloversville
 Bennett, Agnes Marie, 308 E. Main St., Frank-
 fort
 Bida, Mary, Slingerlands School, Slingerlands
 Bigali, Mrs. Anna R., 8548 150th St., Jamaica
 Bigley, Curtis F., School 19, New Scotland
 Ave., Albany 3
 Bilderssee, Dorothy, 135 Eastern Pkwy., Brook-
 lyn 17
 Bingham, Florence M., Sherrill
 Birnbaum, Hyman, Joan of Arc Junior High
 School, 93rd St. and Amsterdam Ave., New
 York
 Blair, Mary M., School 20, Heberton Ave.,
 Richmond, S.I.
 Bleich, Emanuel E., 116 Henry St., New
 York 2
 Blodnick, Morris, Junior High School 73, 241
 McDougal St., Brooklyn 33
 Bloomgarden, Saul, School 54 195 Sandford
 St., Brooklyn
 Boardman, Dr. Walter S., 7 Atlantic Ave.,
 Oceanside
 Bregdan, Annie, 622 Plant St., Utica 4

LIST OF MEMBERS

(New York) 301

- †Borgeson, Dr. F. C., Prof. of Educ., New York University, Washington Square, New York
 Bostick, Eva Gibbs, Rochambeau School, White Plains
 Bowie, Arthur, Asst. Supt., School 246, 72 Veronica Pl., Brooklyn 26
 Braucher, Howard S., Massapequa, L.I.
 Brodenck, Lillian, 216 Park Ave., Yonkers
 Brogan, Mabel M., School 40, 245 Oneida St., Buffalo 6
 Brown, Mrs. Gertrude F., School 4, 198 Branton Ave., Rochester 11
 Brown, Dr. George Victor, School 131, Ft. Hamilton Pkwy. and 43rd St., Brooklyn 19
 Brownell, Mrs. Winifred, Franklin School, Syracuse
 Bruce, Claribel, School 52, 100 Farmington Rd., Rochester 9
 Bruce, Percy W., Roslyn Heights School, Roslyn
 Buckley, Mary M., Kemble School, Utica 3
 Bugbee, Mrs. Nellie G., Rt. 2, Onconta
 Bulles, Berton G., 21 Elm St., Nassau
 Burke, Edward A., Central School, South Kortright
 †Burlein, Anna Louise, Box 95, Ft. Hamilton Sta. 9, Brooklyn
 Burley, Mrs. Hazel M., 235 Union St., Hamburg
 Burnap, Frank J., Stottville
 Burns, Anna E., School 5 Queens, 30-11 29th St., Long Island City 2
 Bush, Clifford L., North Hornell School, Hornell
 Butts, Franklin A., Governor Clinton School, Poughkeepsie
 Byrnes, Jane, Cleveland School, Syracuse
 Cessar, Irving, 1619 Broadway, New York 19
 Calhoun, A. Ray, Theodore Roosevelt School, Utica 3
 Cameron, Sarah A., School 46, 279 E. 196th St., New York 38
 Campbell, Ethel M., 85 Grove St., Hun Canfield, Earl, Rt. 2, Montour Falls
 †Carey, Elizabeth B., State Education Dept., Albany 1
 Carl, G. Harold, School 82, Buffalo 15
 †Carlson, Clara H., 90-42 206th St., Queens Village
 Carpenter, Roy H., 11 Sutton Pl., Ossining
 Carr, John A., 37 Walbrooke Ave., Staten Island 1
 Carroll, Catherine, School 163, Benson and 17th Ave., Brooklyn 14
 Carroll, Emeline F., 44 Scott St., Utica
 Cassidy, Helen K., 761 Glenwood Ave., Buffalo
 Castren, Helga C., 993 Kensington Ave., Buffalo 15
 Cates, Winifred W., Prospect Hill School, Pelham 65
 Caulfield, Ceylon K., Croton Falls
 Chaffee, Everett C., 2400 Chili Rd., Rochester 11
 Christian, Mrs. Gladys Hull, Huntington School, Syracuse
 Clair, Sister Mary, Immaculate Heart of Mary School, Buffalo 6
 Clark, Charles R., Military Rd., Rt. 47, Niagara Falls
 Clark, L. May, 113 Utica St., Brockport
 Clarke, Bertha E., 24 Columbia Ave., Binghamton
 Clarke, Martha H., 60 W. Broad St., Mt. Vernon
 Claudius, Edwin D., Northfield Road School, Rochester 5
 Cluquennot, George, Lincoln School, Hornell
 Cluquennot, Kenneth R., Painted Post
 Coffan, Lester F., Kingsboro School, C. Falls
 Coffan, Walden S., Asst. of School, Batavia
 Cogan, Lena B., School 15 Brown, Kalamazoo Ave. and E. 23rd St., New York 96
 Cogswell, Ralph N., K-dak Park School, Rochester 13
 Cohen, Jacob, School 184, 76 10th Ave., Brooklyn 12
 Cohen, Robert, School 18, 201 Decatur Ave., Brooklyn 34
 Coir, Isa M., 113 Fremont Pl., Syracuse 3
 Coleman, Georgia Ave., Colonial School, Pelham 65
 Collins, Mrs. Constance K., High School, Deane Coleridge, Frances F., School 114, Queens, 290th St. and 86th Rd., Floral Park
 Connelly, Minnie, 101 Sydney St., Great Bay
 Connor, Veronica, Ramothville
 Conner, John F., 2416 Morris Ave., New York
 Conroy, Mrs. Marie S., 75 Mountaineer Rd., Staten Island 4
 Cooney, Nellie, Washington Irving School, Syracuse 3
 Cooper, George W., Remond School, 3130 Lake Ave., Rochester 10
 Corbin, Mrs. Jessie A., School 19, West Albany
 Costello, Helen A., 346 North St., Troy
 Craig, Christine, 14 Elm St., Whitehorn
 Cramer, Henry C., Robert Fulton School, Mt. Vernon
 Craven, Earl D., Box 14, Hagarburg
 Crutchen, Harold G., Whiggemore Rd., Ammonk
 Cuddy, Marion R., Elementary School, Yorkville
 Cummings, Mary A., School 68, Buffalo 15
 Dalympic, Mary S., 544 E. 31st St., Brooklyn 10
 Dalton, Kathleen H., School 3, Troy
 Dala, John J., 55 Park Ave., Post Washington
 Daly, Ronald P., Glenmont
 Darr, Dorothy, Sanford Street School, Glens Falls
 Dano, Anna M., Lansing School, Watstown
 Darden, Mrs. Teresa D. Ambrose, School 135, 1355 Herkimer St., Brooklyn 55
 Davis, Irma A., 81 E. Genesee St., Auburn
 Davis, Victor H., Hornbeck Rd., Rt. 1, Poughkeepsie
 DeKay, Mrs. Gray Evans, Box 183, Glen Head
 Delaney, Marian, Eagle Avenue School, West Hempstead
 Delaney, Mary C., School 8, 137 Madison Ave., Albany
 Delchanty, Mary L., School 46, 250 New-castle Rd., Rochester 10
 Dennis, Paulena, Calvin Colledge School, Binghamton
 De Padua, Sister M., 404 E. 80th St., New York 21
 Deveson, Addie F., School 11, 100 Grove St., Brooklyn 24
 Devine, Mary J., 19 Clinton St., Norwich
 Diaz, Ada H., 1448 Whitney Ave., Niagara Falls
 Dietrich, Grace L., Menands School, Albany 4
 Donahue, Lillian, Seward School, Auburn
 Donnelly, Ella Marie, Hutchinson School, Pelham
 Donohue, John J., Croton Junior High School, 70 Bronx, New York 34
 Dwyer, Margaret, 115 McClellan St., Schenectady 4
 Dun, Fred H., Washington School, Ken-necott 1
 Durkin, Mrs. Maria S., Thompson School, Watertown
 Ewyer, Madeleine, Board Street School, Glens Falls
 Ebling, Elva, School 108, A. D. and E. 10th St., Brooklyn 4

- Eberhardt, Rose, School 62 Bronx, 660 Fox St., New York 55
- Eckhardt, Florence, 45 S. Lake St., Hamburg
- Edgerly, Alice L., School 93 Bronx, Story and Elder Ave., New York 59
- Egenhofer, Lillian, Gere-Tompkins School, Syracuse
- †Ella, Mrs. Viola F., School 42, 71 Hester St., New York 2
- Ellenbogen, Mrs. Evelyn, 168 W. 86th St., New York 24
- Ellis, Harry T., Sacandaga School, Scotia
- **†Elrey, Mrs. Florine H., Exec. Com., Dept. of Elem. School Prin., Natl. Educ. Assn., 9 Vernon Ave., Batavia
- Elsbree, Dr. Willard S., Teachers College, Columbia University, New York 27
- Erdwurm, Lucy, 430 E. 86th St., New York 28
- Ernst, Christine C., 366 Quail St., Albany
- Eskowitz, Clara, School 213, Hegeman Ave., Brooklyn 7
- Esler, Ella G., 209 Columbia Ave., Syracuse 7
- Ettinger, Samuel, School 3, 33 Hancock St., Brooklyn 16
- Evans, Mrs. Julia B., 253 Conkey Ave., Rochester 5
- Faddis, Gabrielle Joan, Greenwich House, 27 Barrow St., New York 14
- Falk, Herbert A., Supt. of Schools, Sayville
- Farina, Nicholas A., School 5, Cedarhurst
- Farrell, James E., School 11, Poplar and Doat Ave., Buffalo
- Feinberg, Horace B., School 125, 264 Blake Ave., Brooklyn 12
- Ferguson, Ruth O., 30 Cottage Ave., Mt. Vernon
- Fern, Elizabeth C., 35 Silver St., Norwich
- Ferrand, Richard, Winchester School, Buffalo 10
- Ferreca, Peter B., School 130 Queens, Lewis Blvd. and 42nd Ave., Bayside, L.I.
- Filleman, Amelia G., 1528 La Moyne Ave., Syracuse 8
- Finkel, Morris C., School 33, 418 W 28th St., New York 1
- Fisher, Charles S., 411 S. First St., Lindenhurst
- Fitzgerald, Catherine R., 210 Jay St., Albany 6
- †Fitzgerald, Dr. James A., Fordham University, School of Educ., 302 Broadway, New York 7
- Fitzgerald, Mary F., School 16, Troy
- Fleischer, Max, School 73, 241 McDougal St., Brooklyn 3
- Fleischman, Samuel, School 100, W Third St and Sea Breeze Ave., Brooklyn 24
- Fletcher, Mrs. Eudora, School 99, Ave. K and E Tenth St., Brooklyn 30
- Flynn, Julia M., School 1, Saratoga Springs
- Flynn, Margaret E., Tenth Street School, Niagara Falls
- Flynn, Mary B., School 125, 22 LaSalle St., New York 27
- Foley, Alice L., Brighton School, Monroe and Elmwood Aves, Rochester
- Foley, Florence M., 316 E. 18th St., New York 29
- Fonda, L. Gladys, School 162, 53rd Ave and 201st St., Bayside
- Foster, Ruth C., 550 Seventh St., Niagara Falls
- Fotch, Mildred A., School 21, 399 Colvin St., Rochester 11
- Fox, Benedict, 11 Oxford Pl., Rockville Centre
- Friedman, Minam, 550 W 57th St., New York 19
- Friedmann, Henry, School 134, 18th Ave. and E Fifth St., Brooklyn
- Fry, Mrs. Virginia P., Rt. 25A, Rocky Point
- Fuller, Kenneth A., North Park School, Lockport
- Gambella, Mrs. Marion E. F., 577 E. 179th St., New York 57
- Gannon, Mrs. Agnes C., 2 Campbell Rd Ct., Binghamton
- Gastwirth, Paul, School 4 Queens, 39-20 27th St., Long Island City
- Gates, Dr. Arthur I., Teachers College, Columbia University, New York 27
- Gehring, Beatrice M., Brooklyn School, Batavia
- Gibbons, Fred L., Fairgrieve Junior High School, Fulton
- Gibson, Carl E., 4143 St. Paul Blvd., Rochester 12
- Goodman, Katharine M., 134 Lakeview School, Jamestown
- Goodstein, Seymour O. J., 1544 Union St., Brooklyn 13
- Goodwin, Nellie L., School 105 Bronx, Holland and Brady Aves., New York
- Gordon, Mrs. Henrietta O., 116 Lincoln Rd., Brooklyn 25
- Gorham, Mary E., 308 N. Brandywine Ave., Schenectady
- Gorthey, Miriam, Academy Street School, Amsterdam
- Gould, Clifford M., 155 Delaware Rd., Kenmore
- †Graff, George E., 32 Maple Lane, New Hyde Park, Long Island
- Graham, Mattie, Hoosick Rd., Rt 1, Troy
- Green, Mrs. Viola G., School 172, 825 Fourth Ave., Brooklyn 32
- Greenberg, Joseph, School 238, Ave. P nr. Quentin Rd., Brooklyn 23
- Gnle, Roberts J., School 41, Buffalo 4
- Gunn, Ambrose A., 349 Busti Ave., Buffalo 1
- Groad, Mrs. Libbie P., School 69, 125 W 54th St., New York 19
- Gross, Emanuel, 940 Grand Concourse, New York 56
- Gross, Mrs. Sadie H., School 20, 1086 Fox St., New York 59
- Gugino, Peter R., Evershed School, Niagara Falls
- Haessig, Alma E., School 44, 820 Chili Ave., Rochester 11
- Haggerty, Marie, Barry Avenue School, Mamaroneck
- Hague, Gordon A., Lincoln School, Kenmore 17
- Haldane, Mildred C., Pennington School, Mt. Vernon
- Hall, Ava M., Box 58, Mt. Vision
- Hall, Mrs. Eleanor S., 906 McClellan St., Schenectady 8
- Halligan, Thomas C., 168 Pinchurst Ave., New York 33
- Handley, Mrs. Myrtle C., Robert Morris School, Batavia
- Hanrahan, Loretta L., School 44, Maple Pkwy., Staten Island 3
- Hardy, Ruth G., 35 Garden Pl., Brooklyn 2
- Harris, Daisy M., 1826 Valley Dr., Syracuse 7
- Harris, Mrs. Sabra T., 36 Otis St., Rochester 6
- Hathaway, Edna E., Park Street School, Gloversville
- Hawks, Burt D., 2645 Oneida St., Utica 3
- Hayden, Mrs. Rena C., John Lewis Childs School, Floral Park
- Hayford, H. Dorothy, 1330 Fourth Ave., Watervliet
- Hearn, Margaret C., 252 E. 61st St., New York 21
- Henig, Reuben, 548 Bedford Ave., Brooklyn 11
- Henrickson, Mrs. Velma W., East School, Neptune Blvd., Long Beach
- Herselle, David, School 149, Sutter Ave and Wyona St., Brooklyn 7
- Hess, Dorothy C., 724 23rd St., Watervliet
- Higgins, Gordon H., School 6, Hickory St., Buffalo 4

(Mrs. S. J. 472)

[illegible]

- Markham, Julia Ann, Public Schools, Bronxville 8
 Martelle, Edward F., 23 Jackson Ave., Endicott
 †Martin, Earl F., 724 W. Gray St., Elmira
 Matson, Elizabeth D., School 74, 126 Donaldson Rd., Buffalo 13'
 Mayle, Amy K., Morgan School, 333 Congress Ave., Rochester 11
 Maynard, Mabel A., 33 Geer Ave., Utica 3
 McCann, Sister M. Agnetta, 357 83rd St., Brooklyn 9
 McCarten, Mrs. Margaret C., School 56, 207th St. and Hull Ave., New York 67
 McCarthy, Helen A., North Junior High School, Depew
 McCarthy, John W., 183 Clinton Ave., Staten Island 1
 McCausland, James M., 7 McClellan Ave., Amsterdam
 McCleary, Adele M., 1119 Bushwick Ave., Brooklyn 21
 McCulloch, Mrs. E. Olive Barber, 110 N. Main St., Gloversville
 McDade, Anne A., School 108 Bronx, New York 61
 McEwan, Lee J., Supt. of Schools, Binghamton
 McKenna, T. Redmond, Cleveland Avenue School, Freeport
 McManus, Harold, Fourth Street School, Hudson
 McNally, Harold J., Teachers College, Columbia University, New York 27
 Mearns, Mrs. Madeline Howe, 7923 210 St., Flushing
 Merriman, Charlotte, 28 Third Ave., Port Washington
 Merry, Leons, Hamilton School, Schenectady
 Middleton, Mrs. Anne, School 96 Bronx, 650 Waring Ave., New York 67
 Miel, Dr. Alice, 509 W. 121st St., New York 27
 Miller, Bertram A., School 28, 1515 S. Park Ave., Buffalo 20
 Miller, Morris, Mohawk School, Scotia
 Miller, Myron W., Hauppauge
 Miner, Mary E., 47 Grand Ave., Johnson City
 Minuse, John M., Edison School, Port Chester
 Mitchell, Mrs. Alice S., Armonk School, Suffern
 Mitchell, Jessie A., Munsey Park School, Manhasset
 Molony, Mrs. Vera B., School 102 Bronx, 1827 Archer St., New York 60
 Moore, Dr. Clyde B., Stone Hall, Cornell University, Ithaca
 Morey, Anna A., School 14, 15th St. and College Ave., Troy
 Morris, Frances S., School 3 Queens, 108-55 69th Ave., Forest Hills
 †Morrison, R. DeWitt, Roosevelt School, Port Chester
 Moses, Edward, 77-17 138th St., Kew Gardens
 Moyle, William D., Edgemont School, Scarsdale
 Muller, Zita M., Pringle School, Batavia
 Mummert, Ira C., School 13, Valley Stream
 Munro, Mary, 8 Mill St., Cazenovia
 Murray, Robert E., Pleasant Valley School, Schenectady
 Murtagh, Anna L., 917 W. Belden Ave., Syracuse
 Myers, Horace B., Wolcott Street School, Leroy
 Nathan, Caroline K., School 39 Bronx, Longwood Ave., Kelly and Beck Sts., New York
 Naylor, Mrs. Genevieve S., 321 Ocean Ave., Lynbrook
 Neufeldt, Carl J., Lincoln School, Mt. Vernon
 Neuner, Dr. Elsie Flint, Dir. of Instruction, 131 Huguenot St., New Rochelle
 Newman, Louise B., 451 Clinton Ave., Brooklyn
 Nichols, May A., 119 W. Court St., Ithaca
 Nickles, George F., School 10, Olean
 Nifenecker, Eugene A., Dir. of Ref., Research and Statistics, 110 Livingston St., Brooklyn
 Nolan, Anna M., School 20, Albany 4
 Norris, Bessie, East School, Batavia
 Nussbaum, Mrs. Ray E. Kapp, 200 W. 70th St., New York 23
 Obermeier, Minnie, 225 W. 106th St., New York
 O'Brien, Edward W., 8 Conway Ct., Troy
 O'Brien, Mrs. Mary M., 1220 Fourth Ave., Watervliet
 O'Connor, Mrs. Mildred L., Shubert School, Baldwin
 O'Mara, Joseph M., McKinley School, Lackawanna
 Onderdonk, Hazel, Roberts School, Syracuse
 O'Neil, Stella M., 579 Hazelwood Ter., Rochester 9
 Orr, Marion C., Meacham School, Syracuse 5
 Osborn, Merton B., Box 3, Onondaga
 Ostrander, Anna K., 127 Lewis St., Auburn
 Owen, Kathleen Alice, Baldwin Gardens Apts., Baldwin
 Owen, Reba E., Prospect Avenue School, Geneva
 Paine, Olive A., School 43, 1305 Lyell Ave., Rochester 6
 Palen, Louise H., 66 Verplanck Ave., Beacon
 Pargot, Mrs. Fannie S., School 1 Queens, Long Island City 1
 Paris, Florence E., 32 Linden Ave., Buffalo 14
 Park, Ford R., School 52, 276 Bird Ave., Buffalo
 Parris, Mabel H., Central School, Orchard Park
 Parrott, William R., Lindner Place School, Malverne
 Parsons, Marion, Cherry Road School, Syracuse 9
 Patterson, Charlotte, Washington School, Hempstead
 Payne, Pearl M., 10 Tompkins St., Binghamton
 Peard, Doris M., Washington School, Batavia
 Pearsall, William K., 14 Spencer Ave., Lynbrook
 Pease, Ethel G., 287 Elmdorf Ave., Rochester 11
 Pelley, James, 509 W. 121st St., New York 27
 Perpetua, Sister Mary, 3303 Netherland Ave., New York 63
 Peiry, Pearl M., 7 Marvin St., Clinton
 Petrillo, Lillian A., Main Street School, Tuckahoe
 Phelps, Margaret, 409 W. Genesee St., Syracuse 4
 Picard, Mildred I., Lincoln School, Scotia
 Piercy, William G., School 106 Queens, Beach and 35th St., Far Rockaway
 Pitt, Edwin T., 3308 Concord Ave., Little Neck
 †Plantz, Nina, Field Ave., Hicksville
 Platto, Mrs. Elsie, Clinton School, Syracuse
 Pois, Cecelia, 2910 Grand Concourse, New York 58
 Potter, Mrs. Mary K., Euclid Avenue School, Schenectady
 Potter, Mildred L., School 15, 494 Averill Ave., Rochester 7
 Powell, Mary E., 42 Attorney St., Hempstead, L. I.
 Pratt, Clifford O., Rye School, Boston Post Rd., Rye
 Pratt, Elizabeth M., 131 Oak St., Binghamton
 Prehm, Hazel, 13 Fitzhugh St. S., Rochester 4
 Pringle, Charles A., Elementary School, Woodmere
 Pugh, Sterling B., 95 Clove Rd., New Rochelle
 Pugsley, Chester A., New York State College for Teachers, Buffalo 9
 Quick, Sherwood, Dist. 30, Valley Stream

LIST OF MEMBERS

(New York) 305

Quirk, Florence J., Lincoln School, Batavia
 Radley Arthur A., High School, Waterville
 Ramsdell, Florence R., 230 Atlantic Ave.,
 Lynbrook
 Ratcliff, Frank B., School 3, Kingston
 Reagan, G. Agnes, 1340 W. Colvin St., Syra-
 cuse 7
 Reed, Emily L., 88 S. Oxford St., Brooklyn 16
 Reiser, Charles W., School 122 Queens, 21-21
 Ditmars Blvd., Long Island City 3
 Reitz, Mrs. Hanna Burke, School 29, Buffalo
 Rescigno, Rocco E., School 4, Yonkers 4
 Reynders, Louise V. W., School 9, Elmira
 Rhoads, Luke C., Hamilton School Mt.
 Vernon
 Riley, Ruth V., Big Cross Street School, Glens
 Falls
 Roach, Dr. Cornelia B., 344 Bedford Ave.,
 Buffalo 16
 Robertson, John W., Bellerose School, Floral
 Park
 Robinson, Mrs. Aileen W., Edgewood School,
 Scarsdale
 Rockenbauer, Addie, Junior High School 126
 Queens, 31-51 21st St., Long Island City
 Roden, Alice, 444 E. 58th St., New York 22
 Rodwell, Mrs. Rose M., Yates School, Schene-
 cady 8
 Roe, Jennette G., School 18, 43 Bertha St.,
 Albany
 Rogers, William R., Elementary Schools, Bay
 Shore
 Romano, Joseph J., Springs Grade School,
 East Hampton
 Ronci, Rose M., 465 W. 23rd St., New York 11
 Ronnel, Herman L., Junior High School,
 Valhalla
 Rosen, Frances A., Elementary School, East
 Aurora
 Ross, Heleg E., 75 Graffing Pl., Freeport
 Rothman, Harry I., School 87, 361 Amsterdam
 Ave., New York 24
 Rubin, Abraham, 601 Metropolitan Ave., Staten
 Island 1
 Ruddy, Anne G., 123 Craig Ave., Mt. Vernon
 Rutherford, Kenneth L., Supt. of Schools,
 Monticello
 Saggese, Peter R., 664 Sweet Home Rd.,
 Eggertsville
 Saundon, Roy J., Medford Avenue School,
 Patchogue
 St. John, Ruth T., Plains School, Oneonta
 St. Mary, Maurice E., Cattaraugus Indian
 Schools, Gowanda
 Salisbury, Harley E., 709 City Hall, Buffalo 2
 Salpeter, Matilda W., School 144, 430 Howard
 Ave., Brooklyn 33
 Sands, Eugenie C., 220 81st St., Brooklyn
 Saum, Elizabeth, School 95 Queens, Jamaica 3
 Scala, Rose E., 3222 Broadway, New York 63
 Schaefer, William O., Elementary School, Tap-
 pan
 Schatteles, Mrs. Ruth, School 9, 466 West End
 Ave., New York
 Schem, Paul W., Jackson School, Hempstead
 Schermerhorn, Eleanor M., Riverside School,
 Port Jervis
 Schlueter, Edith B., School 70, 30-45 42nd St.,
 Long Island City 3
 Schnaars, Mrs. Florence J., Valley Cottage
 Schoeneck, Elizabeth, Danforth School, 220
 W. Kennedy St., Syracuse 5
 Schoenfeld, Theodore, School 25 Bronx, 149th
 St. and Union Ave., New York 33
 Schreiber, Herman, 80 Clarkson Ave., Brook-
 lyn 26
 Schroeder, Emma, 187-39 121st Ave., St.
 Albans
 Schultz, Frederick, 346 N. Park Ave., Buffalo
 16

Schwartz, Elizabeth, 937 Harvard St., Roches-
 ter 10
 Seiberger, Statira, 113 Fifth Ave., Watervliet
 Seifried, Dorothy A., School 49, Lattimore
 Rd. and Norfolk St., Rochester
 Shack, Jacob H., Junior High School 45
 Bronx, 144 E. 144th St., New York 28
 Shapiro, Mrs. M., 214, 2044 Pitkin
 Ave., New York 10
 Shea, Mrs. Thomas M., School 131 Queens,
 84th Ave. and 131st St., Jamaica
 Shean, Mary, School 11, 11th St., Tarrytown
 Sherrer, Harry, School 11, 11th St., Tarrytown
 Sherwood, Mae, 1302 E. 8th St., New York 28
 Shultz, Mrs. Ida S., 42 E. 14th St., New York 28
 Shallenburg, Ella, 130 E. 14th St., New York 28
 Smith, Florence A., Turrell Avenue School,
 Oceanside
 Smith, Henry A., 278 Ashbury Ave., Westbury
 Smith, Homer L., 9 Landburgh St., West
 Hempstead
 Smith, Paul E., 965 N. Goodman St., Roches-
 ter 9
 Smith, Ray W., School 43, 161 Remington St.,
 Buffalo
 Snapp, Jennie F., Washington School, Endicott
 Sobolick, Anita B., 2496 LaSalle Ave., Nia-
 gara Falls
 Souw, Kenneth J., Lakewood School, Spring
 Valley
 Spacht, Charles A., Mayflower School, New
 Rochelle
 Spencer, Carl F., 113 Gabriel Ave., Franklin
 Square, 1, 1
 Spillane, Katherine, 98 Brookfield Rd.,
 Rochester 10
 Spiro, Marcot, School 91 Bronx, 102nd St.
 and Aqueduct Ave., New York 28
 Spurr, Mrs. Ella K., School 81, 140 Tacoma
 Ave., Buffalo
 Stationer, Mrs. Sarah H., School 49, 216
 E. 124th St., New York 35
 Steel, Mary F., School 149 Queens, 93rd St.
 and 44th Ave., Jackson Heights
 Stiles, Elhamer L., Box 273, Gouverneur
 Stiles, Ethel Mead, Jackson Heights Elementary
 School, Glens Falls
 Stiles, Mrs. F. M., 11 Madison Ave.,
 New York 17
 Stiles, Mrs. F. M., The Children's Village,
 Dobbs Ferry
 Sullivan, Lois A., Lakeville School, Great
 Neck
 Sutherland, Annie, School 71, 188 Seventh St.,
 New York
 Sutherland, Hattiebel, 425 S. Park Ave.,
 Buffalo 4
 Sutton, Gertrude, 19 S. Broadway, Tarrytown
 Swannie, Mrs. Evelyn H., 376 Urban St.,
 Buffalo 11
 Swanson, Vivian C., McKinley School, Glens-
 ville
 Swift, Charles B., 21 Chateau Ter. E., Snyder
 Taber, Margotie, 80 Thurston Rd., Rochester 11
 Tatum, Helen Clare, 28 Sixth Ave., Troy
 Terrell, Mrs. Madeline H., 46 River Ave.,
 Patchogue
 Theresa, Sister Marie, 343 W. 42nd St., New
 York 18
 Thiel, Mary M., Warren Street School,
 Johnstown
 Thiele, Richard G., School 24, 900 Neiga St.,
 Rochester 7
 Thomas, M. Josephine, Greer School, Hope
 Farm
 Thomas, Ralph E., Selden
 Thomas, Rufus G., 138 Hartford St., Syracuse
 Tierney, Mrs. Virginia W., 100 Pelham Rd.,
 New Rochelle
 Titus, Charles L., Toddville School, Peekskill

Tobin, Dorothea, 73-12 35th Ave., Jackson Heights
 Topping, Eva Z., 199 Bleecker St., Gloversville
 Townsend, Mrs. Mildred W., 425 E. 86th St., New York 28
 Traphagen, Martin H., 39 Parkway E., Mt. Vernon
 Tucker, Carolyn E., 50 Howard Ave., Valhalla
 Upercraft, Milton J., Rt. 1, Camillus
 Updyke, Floyd S., Townson School, 145 Midland Ave., Rochester 3
 Van Campen, Merritt S., Woodlawn School, Schenectady
 Van Stone, I. Foster, Grammar School, New City
 Van Wie, Mrs. Ethel K., 108 Stevens Pl., Syracuse 10
 Ver Hage, Thomas J., 74 W. Fifth St., Corning
 Vett, John G., Jr., Van Cortlandt School, Croton-on-Hudson
 Vioni, Gladys, North Roslyn School, Roslyn
 Vlymen, Henry T., School 81 Queens, 559 Cypress Ave., Brooklyn 27
 Volklinger, Irene F., Gardnertown School, Newburgh
 Waite, Edna A., 395 Clinton Ave., Brooklyn
 Walsh, Herbert S., School 30, Fiske Ave., Staten Island 2
 Walter, Ralph, Trinity School, New Rochelle
 Wamsley, Paul, 101 Hertel Ave., Buffalo 7
 Warner, Stanley F., 87 Prospect Ave., Cedarhurst
 Warren, Charles L., Mamaroneck Avenue School, Mamaroneck
 Waterbury, John H., Hampton Street School, Mineola
 Wayman, Edith A., School 5, Oceanside
 Webb, Everett S., 33 N. Washington Ave., Hartsdale
 Webster, George W., 486 Washington Highway, Snyder
 Weinberger, David, School 181, 1023 New York Ave., Brooklyn 3
 Weis, Helen, School 45, 402 Auburn Ave., Buffalo 13
 Weiss, Max J., 4627 Kings Highway, Brooklyn 3
 Wentworth, Mrs. Ethna, Box 202, Silver Creek
 Wexler, S. David, 294 Brooklyn Ave., Brooklyn 13
 Whittaker, Florence, School 13, 81 Hickory St., Rochester 7
 Wiedemann, Frank J., 1215 Tonawanda St., Buffalo 7
 Wilde, Mrs. Josephine Reddy, 156 Clarkson Ave., Brooklyn 26
 Wiley, James F., Supvg. Prin., Endwell
 Willey, Grace E., 3240 Union St., North Chili
 Williams, Allan J., 2060 Bailey Ave., Buffalo 11
 Williams, Kathryn G., Ransomville
 Wilson, Ruth A., Cleveland Hill School, Buffalo 21
 Winston, Robert D., 101 Pelton Ave., Staten Island 10
 Wintish, Mary E., School 1, 85 Hillside Ave., Rochester 10
 Wolf, E. Jane, 132 Bouck St., Tonawanda
 Wollin, Dorothy, 52 Clark St., Brooklyn 2
 Wollin, Maurice, Prescott School, 31 New York Ave., Brooklyn 16
 Woodford, Mary W., Riverside School, Rockville Centre
 Wylie, Anna, 2223 Whitney Ave., Niagara Falls
 Yensan, Frances M., Dist No 3 School, Niagara Falls
 York, Arthur C., Eggertsville School, Eggertsville
 Youker, Bliss J., 224 Sterling Ave., Buffalo 16
 †Young, Dr. William E., Dir. Div. of Elem

Educ., State Education Dept., Albany 1
 Zimmerman, Julius, School 25, 787 Lafayette Ave., Brooklyn

NORTH CAROLINA

Alexander, Hattie, Elizabeth School, Charlotte
 Alston, Flossie, 808 E. Lee St., Greensboro
 Ancrum, Boyd L., Holland School, Rocky Mount
 Anderson, A. H., Kimberley Park School, Winston-Salem
 Anderson, Mrs. E. R., 323 Beatty Ford Rd., Charlotte 2
 Baker, Mrs. Katherine J., Battle School, Rocky Mount
 Ballard, C. A., Eugene Rankin School, Asheville
 Beavers, Sallie L., 813 Second St., Durham
 Blackwelder, Mae, Fayetteville Street School, Asheville
 †Blakeslee, E. R., 818 Market St., Wilmington
 Blankenship, Ursula, Dilworth School, Charlotte 3
 Booker, Imogene, Coltrane Hall, Roanoke Rapids
 Boone, Mrs. Vivian E., Maffitt Village School, Sec. B, Wilmington
 Postian, Annie E., 328 E. Bank, Salisbury
 †Brimley, Ralph F. W., Co. Supt., Court House, Winston-Salem
 Brunson, Grace, City Schools Office, Winston-Salem
 Burch, Mrs. Eva H., 317 E. Boulevard, Charlotte
 Byers, Walter G., Fairview School, Charlotte
 Cameron, Julia Lee, Wadesboro
 Carpenter, T. D., 1300 Raleigh Rd., Rocky Mount
 Chatfield, Margaret, Brentwood School, High Point
 Cheatham, Ida May, Elementary School, Weldon
 Cheek, N. A., 2213 Fayetteville St., Durham
 Clary, W. C., Children's Home School, Winston-Salem
 *Coe, Mrs. Verta I., 219 Hillcrest Dr., High Point
 Cornwell, Laura, 116 Grover St., Shelby
 Cowan, T. W., 909 Douglas St., Greensboro
 †Cox, Herbert R., Rt. 1, Box 103, Seagrove
 Daniels, M. M., Sallie Barbour School, Wilson
 Danyus, F. R., West Street School, New Bern
 *Dowtin, Louise, William Street School, Goldsboro
 Durante, Spencer E., Olive Hill School, Morganton
 Edwards, Charles T., 312 Highland Ave., Rocky Mount
 Eggleston, Mary E., South Park School, Winston-Salem
 Fitzgerald, Ruth, 308 S. Aycock St., Greensboro
 Fogleman, Mrs. Brown, 400 S. Park Ave., Burlington
 Foy, Mrs. Mabel A., 126 Granite St., Mount Airy
 Frederick, Mrs. Nannie J., 308 S. Virginia St., Goldsboro
 Freeman, Allie, Walnut Street School, Goldsboro
 Fullilove, Agnes, 600 E. Fifth St., Greenville
 Garriss, Thelma, 739 Roanoke Ave., Roanoke Rapids
 Gaylord, Tommie M., Monticello School, Brown Summit
 Glover, Viola, 1916 Roanoke Ave., Roanoke Rapids
 Gorham, Fannie, 702 Eastern Ave., Rocky Mount
 Greenlee, Mary M., Box 236, Mooresville

LIST OF MEMBERS

(North Dakota) 307

Griggs, Harry K., Box 120, Reidville
 Grise, J. W., Supt. of Elem. Educ., Wilmington
 Haden, H. W., 30 Park Ave., Asheville
 Harney, Hattie M., 400 W. Main St., Elizabeth City
 Harper, James A., Box 121, Kingston
 Hartzell, W. W., Woodrow Wilson School, Kannapolis
 Hauser, Mrs. G. C., Box 449, Mount Airy
 Hearne, Clara, Box 68, Roanoke Rapids
 Helm, Katherine, Lincolnton
 Hobgood, Scotia S., 702 N. College St., Kingston
 Hollowell, Ozene B., South End School, Reidville
 Howell, John T., Appalachian Demonstration School, Boone
 Hunt, Lucille, 201 E. First St., Kannapolis
 Jamison, Florence, 908 W. Fourth St., Charlotte
 Johnson, Elveda, 434 Arlington St., Greensboro
 Johnson, Mrs. R. F. J., 904 Carrick Ave., High Point
 Jones, Mrs. Almonte, Box 353, Hendersonville
 Kirkpatrick, Lucile, Colonial Dr., Thomasville
 Leach, Marian M., Box 291, Burlington
 Lee, Mrs. Rita H., 198 Asheland Ave., Asheville
 Lewallen, Mrs. Inez, Box 25, Asheboro
 Lindsay, Etta Mildred, Box 149, Lexington
 Lofin, Donna Lee, 920 Sunset Ave., Asheboro
 Looper, Thomas L., Box 1335, Gastonia
 Lowrance, Annie Laurie, Fairview School, Winston-Salem
 MacArthur, Mrs. Charles N., 211 Oakridge Ave., Fayetteville
 Mason, V. C., Laurel Hill School, Laurel Hill
 Mayberry, Lillian, Erlanger
 McAllister, R. Brown, Supt. of Schools, Concord
 McBan, H. B., Hillcrest School, Burlington
 McCarthy, Carl W., Educ. Dept., Woman's College, University of North Carolina, Greensboro
 McConnell, Thomas L., 42 Tacoma St., Asheville
 McCoury, Zelzah, Consolidated School, Banner Elk
 McCulloch, Mary W., Proximity School, Greensboro
 McDearman, Bessie, 605 Sunset Ave., Rocky Mount
 McDonald, Crummell Howe, 301 Queen St., Wilmington
 McIntyre, Kate A., Central School, Laurinburg
 McIVER, William B., Gillespie Park School, Greensboro
 McKee, Dr. W. J., 319 Pittsboro St., Chapel Hill
 McNairy, Carolyn, Irving Park School, Greensboro
 McNairy, Ethel, 506 Arlington St., Greensboro
 McNinch, Mattie, 411 E. 34th St., Charlotte
 Medlin, Luther, Central School, Greensboro
 Merritt, Mrs. R. A., 1400 Spring Garden St., Greensboro
 Miller, Mrs. Essie R., 1116 N. Seventh St., Wilmington
 Moore, Beulah D., 806 S. Poplar St., Charlotte
 Nance, Lillian, Box 542, Red Springs
 Nelson, Mrs. Emma Orr, Edgeville School, Greensboro
 Nixon, C. B., Rt. 2, Box 111, Durham
 Norman, Blanche, Burton Grove School, Leaksville
 Oehler, John S., 304 Central Dr., Kannapolis
 Owen, Alma H., Cecil School, Lexington
 Page, Mary A., 620 W. Jones, Raleigh
 Parker, Mrs. B. C., Central School, Albemarle
 Parker, T. A., 603 Linwood Ave., Durham

Paylor, Ivey, 1003 N. Main St., High Point
 Peeler, A. H., 1003 Benson Rd., Greensboro
 Phillips, Carrie, Mulvey School, Greensboro
 Phillips, Dr. Amie B., University of North Carolina, Chapel Hill
 Proctor, Mrs. Richard S., Belland School, Greensboro
 Reid, Florence M., Box 120, Lexington
 Reitzel, Mrs. Blanche S., Wakefield School, Rt. 1, Statesville
 Reynolds, Albert S., Livingstone Street School, Asheville
 Rogers, Mattie Belle, 700 Bowen St., Fayetteville
 Rutledge, Sarah, 732 N. Center St., Statesville
 Saxon, Mrs. Stella P., 701 Beattie Road Rd., Charlotte
 Schaefer, J. M., Lyon St., Durham
 Shearman, Lillie B., Rock Mount
 Sherwood, Ann V., John School, Salisbury
 Shipman, Mrs. Kathryn W., 337 Parkman, High Point
 Snipes, Annie Herring, 1807 Chestnut St., Wilmington
 Snowden, Mrs. Mabel C., Newton School, Asheville
 Souders, Mrs. Floyd B., Central School, Fayetteville
 Starnes, S. J., Hickory
 Sutton, Mrs. Evelyn R., Box 525, High Point
 Tait, Elizabeth, Coltrane Hall, Roanoke Rapids
 Temple, J. A., 307 N. Main St., Selma
 Terry, Bessie, Box 104, Rockingham
 Thayer, Floyd Yates, 307 Elm St., High Point
 Tiddy, Margaret, 128 E. Second Ave., Gastonia
 Tillitt, Mrs. Rosa Judson, Supt. City Schools, Statesville
 Tollman, Rena, 612 Roe St., Hamlet
 Tollman, T. C., Box 245, Rockingham
 Turner, Reinece, Sherrill School, Statesville
 Underwood, Mittle, 1206 Glenwood Ave., Raleigh
 Vinson, Sadie, Hearne School, Wilson
 Wahl, Francis, Box 402, Greenville
 Wall, Mrs. Margaret Y., Springdale Ct., Greensboro
 Washington, Booker T., Wilkerson Primary School, Wilmington
 Watson, Mrs. Margie Marsh, Aycock School, Greensboro
 Wells, Mrs. Edwin L., Woodland School, Wilson
 White, Cowan, Whitner
 Williams, Mrs. Lillian B., 625 River St., Winston-Salem
 Williams, Mahala D., Box 111, Greensboro
 Woods, Mrs. Gladys Davis, Greensboro
 Worth, L. C., 310 Corona St., Winston-Salem
 Young, Lucile, 410 D St., North Wilkesboro
 Yount, M. E., Supt., Alamance Co. Schools, Graham

NORTH DAKOTA

Anderson, O. S., Horace Mann School, Fargo
 Brandt, Iva, 449 Ninth Ave. S., Fargo
 Brown, R. D., 911 13th St. S., Fargo
 Conklin, Ethel M., 1001 Ninth Ave. S., Fargo
 Fumker, H. J., Emerson Smith School, Fargo
 Gussner, William S., Supt. of Schools, Jamestown
 Hanson, Signe, Woodrow Wilson School, Fargo
 Hartney, Eleanor M., 901 Eighth St. S., Fargo
 Immetz, Gertrude, Box 934, Minot
 Hobben, Clara H., 902 Eighth St. N., Fargo
 Redman, Mabel M., Washington School, Grand Forks
 Stevenson, Adeline, Clara Burton School, Fargo

OHIO

- Adams, Mrs. Jennie, 1136 Copley Rd., Akron 2
 Adams, Mina L., 537 E. Buchtel Ave., Akron
 Adel, Mrs. Edna Perrill, Smithplace, Groveport
 Alderman, Lovira, 654 Mahoning Ave., Warren
 Allen, Cora F., 872 S. Champion Ave., Columbus
 Althoff, A. E., Box 309, R.D. 3, East Akron 6
 Aloysius, Sister, St. Martin School, St. Martin
 Anderson, Mrs. Stella, 101 Mills Ave., Wyoming
 Andrix, Edith, 2579 Queenston Rd., Cleveland Heights
 Applegate, Earl H., 2945 Lischer Ave., Cincinnati 11
 Arbuckle, Daisy V., 1130 Addison Rd., Cleveland
 Arey, Essie, 7309 Van Kirk Ave., Cincinnati
 Armstrong, W. Thomas, Boone School, Lorain
 Ash, Beulah M., 2049 Cornell Rd., Cleveland
 Bailey, Enola, 26908 Detroit Rd., Westlake
 Baker, Emily V., Miami University, Oxford
 Barber, Grant W., Rt. 5, Lima
 Barr, Warren T., Chaney School, Youngstown 9
 Baumgardner, Mrs. Irene, Harris School, Akron 10
 Beahly, Mrs. Sue Seybold, 1833 Auburn Ave., Dayton 6
 Bensing, Mrs. Marjorie R., Irving School, 400 Millard Ave., Toledo 5
 Bertermann, Helen A., 1339 Cryer Ave., Cincinnati
 Beverly, Mrs. Mary Louise, Spicer Demonstration School, 382 Carroll St., Akron 4
 Bevington, Rachel, 14237 Athens Ave., Lakewood 7
 Biehl, George H., R.D. 1, Louisville
 Binewsky, Jennie, 1940 E. 82nd St., Cleveland 3
 Bishop, Bertha G., Newbury School, Toledo
 Bixler, Lorin E., Muskingum College, New Concord
 Blanchard, Mrs. Cornelia, Wayne School, Williamsfield
 Blauser, W. W., 180 Raleigh Ave., Mansfield
 Blosser, Noah O., 104 Waverly Pl., Lorain
 Boardman, Ruth, West School, Delaware
 Bonfield, Q. Louise, 17605 Kinsman Blvd., Shaker Heights 20
 Borden, Ruby Lynn, 600½ Pleasant Ridge Ave., Bexley 9
 Boys, Charlotte, 3215 W. 82nd St., Cleveland
 Bradley, Helen, 2401 Salutaris, Cincinnati
 Brandt, Hazel M., 2636 Green Rd., South Euclid 21
 Brashear, Doris M., 609 Spring Ave., Steubenville
 Brobst, William E., M C 30, Damon Ave., Warren
 Brown, Alice, 735 Linwood Ave., Youngstown 7
 Brown, Margery J., Bethesda
 Brucker, Harvey, Supt. of Schools, Marion
 Bunnell, George L., Tower Avenue Schools, St. Bernard 17
 Burbank, Nelson L., 5735 Wintrop Ave., Cincinnati
 Buzard, Helen C., Butler School, Youngstown 2
 Cabot, Michael L., 411 Youngstown Rd., Poland
 Caldwell, Maud, 130 Rice St., Alliance
 Callahan, C. O., 70 E. Olentangy St., Columbus 2
 Callow, Harriet T., 70 N. Broadway, Akron
 Campbell, Bess M., 3375 Glenwood, Toledo 19
 Carnicom, Herley O., 1840 Turner Rd., Cleveland 5
 Carpenter, Mildred F., Grant School, Fairview 15
 Case, Mary E., 21540 Detroit Rd., Rocky River
 Cassley, Mrs. Ethel R., 202 Twin Oaks Rd., Akron
 Cave, Mrs. Julia D., 54 Chestnut Ave., Wyoming
 Chamberlin, Ruth, 327 Newell St., Barberton
 Chambers, Grace E., 202 Rosalind Pl., Toledo 10
 Chapman, Frieda F., Youngstown College, Youngstown 2
 Cheney, Olive T., Franklin School, Elyria
 Chinn, Jean T., 17 Englewood Ct., Toledo 6
 Christopher, C. A., Washington School, Youngstown 9
 Clark, Jesse M., 87 Western Ave., Mansfield
 Cleaver, C. B., Norwood View School, Norwood 12
 Cleland, Lillian A., 2444 Lee Rd., Cleveland Heights 18
 Clemson, Mary W., Open Air School, Columbus
 Clendenen, Bertha, Caledonia School, East Cleveland
 Clinger, Inez M., 349 Cole Ave., Akron 1
 Collins, J. M., East State Street School, Fremont
 Conger, J. A., East School, Delaware
 Cooper, Elva, The Plains
 Cosco, Lucille V., Siebert Street School, Columbus
 Cox, Clarence W., Portage Junior High School, Barberton
 Cram, Mrs. Le Vieve, Broad Street School, Cuyahoga Falls
 Cummins, Harriett K., 225 W. South St., Sidney
 Daly, Margaret M., 4053 W. Eighth St., Cincinnati 5
 Daus, Ethel M., Bolton School, 2100 E. 90th St., Cleveland
 Davis, Paul M., 20 Churchill Rd., Girard
 Deublin, Anna F., Case School, 1535 E. 40th St., Cleveland 3
 De Vilbiss, Opal, 7 Maple St., Trotwood
 Dietz, Florence A., 1207 Edwards Ave., Lakewood 7
 Dill, Clara E., 1404 Willshire Rd., South Euclid 21
 Dittmore, James A., 1535 Parkgate, Akron 13
 Dvylbiss, C. A., Woodland School, Mansfield
 Dobbins, Anne M., Betty Jane School, Akron
 Doeblor, Carl F., Gunkel School, Toledo
 Dyer, Hortensia, Avondale School, Columbus 4
 Earl, Mrs. Rhea W., Rt. 1, Lima
 Edmunds, Catherine, 419 Fairgreen Ave., Youngstown 4
 Eldredge, Myrtice B., Waverly School, 1925 W. 38th St., Cleveland 2
 Eldridge, Amy, Bancroft School, Youngstown
 Ellis, Homer C., Supt. of Schools, Norwalk
 Emde, John M., 846 Storer Ave., Akron 2
 Essman, Lillian, Stanton School, New Boston
 Etter, Ralph A., Rt. 1, Box 571, Dayton
 Evans, Edith M., Chesterfield School, Cleveland 8
 Everett, Ruth M., 1307 Newton Ave., Dayton 6
 Everhart, Frances E., Lombard School, Shaker Heights
 Everett, D. N., Dale Park School, Mariemont 27
 Fairbanks, James W., 153 E. Boston Ave., Youngstown 5
 Fealy, Milo A., 453 N. River St., Franklin
 Fennell, Mrs. Bertha A., 3305 Tullamore Rd., Cleveland Heights
 Fifer, Emil N., R.R. 10, Box 354-A, Dayton 9
 Finney, Mary H., Schumacher School, Akron
 Fisher, Dorothy I., 802 Park Ave. S.W., Canton 6
 Flessa, Herbert L., 3016 Verdun Ave., Cincinnati 11
 Forbes, Edith I., Columbia School, Salem
 Force, Emma M., 75 N. Main St., Rutman

(1977) 1978

Jagt, Alma 192 4 Cleveland Ave., Columbus
 Jacob, John Jay, 220 West Ave., Columbus
 Jacobson, Mary F., 108 Madison St., Youngstown
 Jacobson, Paul F., 101 Washington Ave., West
 Lehigh
 Johnson, Anna F., Kansas School, Lakewood
 Johnson, Mary F., 410 Pinecroft Rd., Akron
 Joshi
 Johnson, Mrs. Wilhelmina F., Woodbridge
 School, Cleveland 4
 Jones, Clara J., 6330 Elyria Rd., Akron 6
 Jones, Leonard J., State Park School, Erie
 (phone) 22
 Justice, W. A., 6105 Chestnut St., Cincinnati 21
 Keller, Wena F., 120 S. Fifth St., Newark
 Kelmner, Edw. Fern 21, 610 Madison St., Akron
 Kline
 Kennedy, Helen C., Madison Avenue School,
 Columbus
 Keys, Mary F., 1417 Madison St., Akron
 land 6
 King, Mrs. Edwinton, 2417 Summit Ave.
 Cleveland 6
 King, Ella M., 1300 Manhattan Ave., Bat-
 ton 6
 Kinsborough, Hazel, 147 E. 21st St., Young-
 stown
 Kiser, Mennie L., 1444 W. 4th St., Toledo
 Kinkadee, F. J., 1111 1/2 Summit
 Kinkadee, F. J., Duquesne School, Youngstown
 Kissel, Edward W., Duquesne School, Akron
 field
 Klenham, Sylvia M., Telford and Kinsford
 Schools, Lakewood
 Klineper, Mary M., 602 Lexington Ave., Akron
 land 8
 Klotz, Julia, 6113 Indiana Ave., Cleveland
 Kutz, Laura, 330 Main St., Toledo
 Lake, Agnes, 3439 Euclid Heights Blvd., Akron
 land Heights 24
 Langendrofer, Stella, Pickett School, Toledo
 Laughard, Beatrice, 2681 Broadway Rd., Co-
 lumbus 8
 England, Ethel L., 1405 W. Third Ave., Co-
 lumbus 8
 Lee, Donald A., 11002 Lake Ave., Lakewood 7
 Lee, Raymond A., 22 1/2 High-Ave., Athens
 Leavengood, Dorothy, 1612 1/2 Ave., Lakewood
 Columbus 3
 Lighbelt, Mary F., 1418 Euclid Ave., Akron
 land
 Lincoln, Louis, Franklin
 Lind, Dr. Leonard F., Mount School, Euclid 24
 Lisch, Adela M., 2219 Channing Rd., Cin-
 cinnati Heights
 London, Agnes W., Oxford School, Cleveland
 Heights
 Long, Edythe, Field School, Fostoria
 Long, Mary Emily, 2256 Lawrence Ave., To-
 ledo
 Lytle, Belle, 188 Highland Ave., Wadsworth
 Madden, Eileen, 154 Lawrence Ave., Akron
 Mahoney, Harold, 1045 Summit St., Toledo 17
 Manchester, Julia, 304 Virginia Ave., Dayton 17
 Madson, Mrs. Verdena E., 121 N. Smithville
 Rd., Dayton
 Markowitz, Martha B., 2700 Hampshire Rd.,
 Cleveland Heights 6
 Markowitz, Mrs. M., 614 School, 617 E. Third
 Ave., Akron
 Martin, C. Lewis, 419 N. Bond, Lancaster
 Martin, Elizabeth, 140 N. Main St., Oberlin
 Martin, Oscar C., Oakley School, Greenhatch
 Matthews, Mrs. Vera F., 72 Washington
 Delaware
 Matthews, Mrs. Max H., 37 B-1st St., Chaguan
 Falls
 "Maxwell, W. J., 1111 1/2 Summit St., Lakewood
 May, Laura M., 1412 1/2 Madison St., Akron 1 18
 at, Cleveland
 McEl, J. J., 1412 1/2 Madison St., Akron

- McCollough, R. D., Rt. 5, Mansfield
 McCorkle, Olive, 521 N. Third St., Toronto
 McCormick, Claire A., Arlington School, Lockland
 McDougle, Ethel, 3776 W. 33rd St., Cleveland 9
 McFadden, Agnes, 2285 Lamberton Rd., Cleveland Heights 18
 McGaughy, Dr. J. R., Rt. 3, Mt. Gilead
 McGregor, Mildred, 433 Wall St., East Liverpool
 McGuire, Gertrude H., 1835 Belmont Rd., East Cleveland
 McKinley, Roy D., Fredericktown
 McKinsey, Henrietta, Box 147, Ashtabula
 McLain, Goldie G., 312 La Tourette St., Marion
 McLaren, Mrs. Mae, 2473 Overlook Rd., Cleveland Heights
 Means, Fenton C., Central School, Mingo Junction
 Meehan, M. Jeannette, 1536 Lewis Dr., Lakewood
 Metts, D. E., 310 E. 216th St., Euclid 19
 Miltzer, Edith M., Auburndale School, Toledo 6
 Miller, C. I., Garfield School, Cincinnati
 Miller, Loren V., 209 E. Hobart Ave., Findlay
 Miller, Rose E., 5233 Wilmington Pike, Dayton
 Mizer, Lloyd E., Rt. 2, New Philadelphia
 Moeller, Winton L., Hartwell School, Cincinnati
 Mohme, Wilhelmine, 5240 Wilmington Pike, Dayton
 Monroe, B. A., Box 292, Roseville
 Monroe, Margaret, 262 N. Cooper, Lockland
 Montgomery, Charles L., 157 S. Mulberry St., Chillicothe 3
 Montgomery, Ora, Prospect School, Salem
 Moomaw, F. R., 188 Bridge St., Chillicothe
 Moore, Mrs. Rose W., 121 S. Main, Oberlin
 Morgan, Edna, 2943 Berkshire Rd., Cleveland Heights 18
 Morgan, Elizabeth, Stickney School, Toledo 11
 Morrison, Janet, 24 N. Prospect St., Akron 4
 Morrow, Marie, West School, Celina
 Morton, Ralph, 1034 Nicklin Ave., Piqua
 Muir, T. M., Vine School, Cincinnati 10
 Mull, Ralph W., Rt. 3, Middletown
 Muskopf, E. W., 7712 Harrison Ave., Cincinnati 31
 Musser, J. B., Supt. of Schools, Middleburg
 Mutch, Agnes M., 1393 E. 115th St., Cleveland 6
 Neeley, Helen J., Central School, Berea
 Neidhardt, Kathrine, 1370 Blount Rd., Rocky River 16
 Norton, Catherine, 427 Rockingham, Toledo
 Oechsler, Hazel, Nathan Hale School, Toledo
 Offerman, Kate M., Court House, Bowling Green
 Ohlemacher, Helen E., 526 Hancock St., Sandusky
 O'Neal, Harry E., Columbian School, Cincinnati 29
 Palmer, Hazel, 185 E. Main St., Chillicothe Park, Mrs. Helen, St. Clair School, Painesville
 Partridge, Marian G., 519 Nottingham Ter., Toledo 10
 Paul, Fred O., East Sparta
 Penrod, W. Franklin, Highlands School, Cincinnati 2
 Perry, Mrs. Sarah M., 2153 Dorr St., Toledo 7
 Peters, Edith C., 3586 Avalon Rd., Cleveland 20
 Pfeiffer, Emilie G., 1471 Arthur Ave., Lakewood 7
 Phillips, Mrs. Dorothy P., 156 Southampton Ave., Columbus 4
 Phillips, George A., 626 W. Fourth St., Cincinnati
 Puttner, Winifred, Harvard School, Toledo 9
 Pullock, C. A., Clinton School, Columbus 2
 Preston, F. M., Prospect School, East Cleveland
 Probst, James H., 1836 Auburn Ave., Dayton 6
 Putnam, Mrs. Grace M., 164 Park Ave E., Barberton
 Quirk, William A., Heberle School, Cincinnati 14
 Rader, Forest L., 802 Heyl Ave., Columbus 6
 Ranft, Aleda V., 12505 Edgewater Dr., Lakewood 7
 Rebert, Ruth E., 255 E. Midlothian Blvd., Youngstown
 Renfrow, O. W., Whittier School, Cincinnati 5
 Retallick, Van B., Sharpsburg School, Norwood
 Reynolds, Carl, 18 E. Maple Ave., New Concord
 Rhodes, Anna, 313 Federal Ave., Massillon
 Rider, Bess D., 1387 Willshire Rd., South Euclid 21
 Riffell, Orville F., Rt. 1, Clayton
 Rist, H. D., Box 137, East Liverpool
 Ritchie, Mrs. Lucile A., Jefferson School, Lima
 Robertson, Janet, Cleveland School, Youngstown 7
 Robinson, Glen I., Hedge School, Mansfield
 Robinson, Ruth Mills, 8915 Hough Ave., Cleveland
 Roemer, Kathryn, 830 Western Ave., Zanesville
 Rook, Margaret Lou, 65 W. Tallmadge, Akron 10
 Roth, Anna M., 2749 Wicklow Rd., Shaker Heights
 Roweton, John M., 105 N. Hedges St., Dayton
 Rowley, Mrs. Ruth, Woodworth Ave., Painesville
 Ruh, Glenn R., Osborne School, Sandusky
 Ruhlman, Brother Francis H., Albert Emanuel Library, University of Dayton, Dayton
 Ruhmschuessel, Mrs. Alma E., 429 Kenilworth Ave., Dayton 5
 Rupel, Maude L., 506 W. Norman Ave., Dayton
 Russell, Mrs. Jessie N., Rt. 4, Box 318-FF, Toledo 9
 Rylander, Martha O., 185 Harcourt Dr., Akron 2
 Santrock, Nora, 84-92 19th, Barberton
 Sattler, Wilhelmina F., Strongsville
 Savage, Elton, Reynoldsburg
 Schaaf, Leonora, 116½ Glenwood Rd., Rossford
 Schafer, Wilda, Patterson School, Dayton
 Scharf, John E., First Street School, Warren
 Scheuermann, Alfred A., 452 Fairview Pl., Cincinnati 19
 Schillfarth, Bertha J., Lincoln Park School, Columbus 7
 Schmelter, Alice, Orange School, Chagrin Falls
 Schmidt, Mrs. Marie, 301 Harrison Ave., Hamilton
 Schuh, Bell, 2104 Brookdale Rd., Toledo 6
 Scott, Clyde R., Ottawa Hills School, Toledo 6
 Scott, Margaret H., 1023 Bunker Hill Rd., Ashtabula
 Sellers, Mrs. Hazel Pruitt, 25 Adelford Ave., Akron 10
 Shaffer, Dorothy E., Madison School, Sandusky
 Shankland, Alan, Mentor Village School, Mentor
 Sharpnack, Natalie, 408 Fair Ave., Salem
 Shepherd, G. C., Louisville
 Shumaker, Mrs. Laura S., 602 N. Market St., Gallon
 Siddall, Judson C., 4229 Willys Parkway, Toledo 12
 Siegel, William, 146 Bennett Ct., Geneva
 Sigworth, Ina, 559 Liberty St., Conneaut
 Simpkins, Gladys, 302 E. State St., Athens

Singer, Beatrice E., 1222 W. Waterloo Rd., Akron 14
 Skelly, Edna M., 3291 F. 140th St., Cleveland 20
 Smith, Dorothy E., 491 Reilly Ave., Salem
 Smith, Harold K., 1129 E. State St., Salem
 Smith, John H., 3847 Drakewood Dr., Cincinnati
 Snyder, George R., Arps Hall, Ohio State University, Columbus 10
 Snyder, John W., Fairview School, Cincinnati
 Snyder, Mary Helen, 108 F. Park Ave., Hubbard
 Snyder, Ruth Stella, 170 Neil Ave., Columbus 8
 Snyder, Troy A., Grant Junior High School, Steubenville
 Speaker, Grace, North Mentor School, Mentor
 Spence, A. Marie, 1908 Hampton Rd., Rocky River
 Spuller, Minnie J., 22 Rhodes Ave., Akron 3
 Stauffer, Margaret, 923 Beall Ave., Wooster
 Stevens, W. E., Monroe School, Youngstown 2
 Stewart, Ethelyn, 2093 Stillman Rd., Cleveland Heights 18
 Stoneman, Nora C., Lincoln School, Wickliffe
 Stout, M. R., Rt. 1, Curtice
 Struble, Dorothy, Box 328, Willoughby
 Stull, Letha M., 2332 Edgerton Rd., Cleveland
 Sullivan, Ellen F., 42 Belvidere Wav., Akron
 Swearingen, J. F., 3169 Sunset Blvd., Steubenville
 Swickard, Ethel, 1521 Ridge Ave., Steubenville
 Tannehill, Eleanor F., Grant School, Zanesville
 Tarruther, E. M., Miami University, Oxford
 Taylor, George W., Prospect Street School, Mansfield
 Tecters, Ruth C., 531 Columbus Ave., Washington Court House
 Terrill, Maymie L., 2489 Overlook Rd., Cleveland Heights
 Terry, D. C., Box 11, Jasper
 Thomas, Crilla Belle, Iris Brook Farm, Collins
 Thomas, Esmond, 1025 Keystone Blvd., Akron 7
 *Thornton, Charles A., Moreland School, Shaker Heights 20
 Thuma, Betty, Rt. 2, Fredericktown
 Toepfer, Carl W., Glenwood School, Toledo 10
 Tole, Isabel, 48 W. Parkwood Dr., Dayton
 Trece, Milo K., 616 College Ave., Postoria
 Triney, Mary E., 3470 W. 17th St., Cleveland 9
 Tucker, Ethel M., 2637 Northwood, Toledo
 Ullium, Helen, 11709 Lake Ave., Lakewood
 Urbanski, Luella, 2134 Dority Rd., Toledo 7
 Van Gorder, Henry H., 510 1/2 Arden Pl., Toledo 5
 Van Wagner, Mrs. Ruth, Clearview School, Lorain
 Vaupel, Jean C., Seguin School, Cincinnati 14
 Vermillion, Kenneth R., 15315 Plymouth Pl., East Cleveland
 Viets, Vivian Vera, Elm Road School, Warren
 Voldan, Edna F., 3191 W. 31st St., Cleveland
 Walker, Hazel M., 2204 E. 79th St., Cleveland 3
 Waggoner, Gladys V., 807 Euclid Ave., Toronto
 Wagner, William S., 418 E. Dudley St., Maumee
 Warnking, May, 4792 Rapid Run, Cincinnati
 Warren, Clarence C., Bond Hill School, Cincinnati 29
 Watkins, Ernest J., 260 Kearney St., Cincinnati 15
 Watson, Neal, East Mulberry Street School, Lancaster
 Webb, A. Lucile, 3263 E. Scarborough, Cleveland Heights 18

Webb, Mrs. Lenore B., Village School, Somerville
 Weimer, Karl J., 445 Reed Ave., Akron 1
 Wells, Beane F., 21441 Kennison, Toledo 19
 Weitzer, E. P., 429 F. Atchwood, Akron 1
 West, W. M., McKinley School, Xenia
 Whitaker, Telford A., 1032 N. Reed Rd., Cincinnati 24
 White, Margaret L., 1800 F. South St., Cleveland 14
 White, Margaret M., 1106 Ludgate Rd., Shaker Heights
 Whitman, Marie, 1102 N. Union St., Postoria
 Wilbur, Ralph C., Witham Junior High School, Cincinnati 8
 Wiley, Alice, 4412 E. 106th St., Cleveland 2
 Will, Montgomery, Lincoln School, Lakewood
 Williams, Ruth L., Jane Adams School, Dayton 7
 Williamson, Marian, 627 Far Hills Ave., Dayton 9
 Wilson, A. W., Lakemore School, Lakemore
 Wilson, J. C., 384 Grand Ave., Akron 2
 Wilson, J. C., 1701 Hurd St., Toledo 4
 Wilson, J. C., West North School, Canton 3
 Wood, Mrs. Hope, Maumee
 Wright, Lucian C., Maumee
 Wright, Pearl M., Maumee
 Xavier, Florence C., Cleveland
 Yauch, Dr. Wilbur A., 42 Sunnyside Dr., Athens
 York, Myrtle, Whittier School, Toledo 12

OKLAHOMA

Amber, Pauline, Lowell School, Oklahoma City
 Alexander, Floyd F., Box 406, Nowata
 Anderson, Mae Smith, 444 N. Seventh St., Muskogee
 Andrews, F. F., Box 115, Anadarko
 Bagley, Mrs. Jeanne W., 708 E. 17th St., Ada
 Bailey, Lottie Mae, 602 S. 15th St., Chickasha
 Bailey, Wilbur B., 711 S. Knoxville, Tulsa
 Barr, Mrs. Florence M., Lincoln School, Stillwater
 Benge, Mrs. Eva Lu, 216 F. Kansas, Walters
 Bennett, Mrs. Grace R., 1201 N. Bath St., Oklahoma City 4
 Berkey, Mildred, 602 E. Bridge St., Blackwell
 Birkhead, Mrs. Nina, 6029 S. Walker, Oklahoma City
 Blakeslee, Opal, 1201 E. Broadway Ave., Find
 Bowles, A. G., 1225 S. Columbia St., Tulsa
 Brackett, Walter L., 1825 E. 17th St., Tulsa 4
 Buerksen, Bertha, 1001 W. Maine, Enid
 Calkins, Max, Washington School, Drumright
 Callahan, Cora, Whittier School, Muskogee
 Carrington, D. M., 1001 Minnesota Ave., Chickasha
 Chapman, Mrs. Jewel, 2735 N. W. 18th, Oklahoma City 7
 Coppers, A. E., 1630 S. Utica St., Tulsa
 Costley, C. E., 2600 N. W. 15th St., Oklahoma City
 Cunningham, P. H., John Ross School, Tulsa
 Daniel, Mrs. May B., Houston School, Muskogee
 Davis, G. L., Heronville School, 1240 S. W. 29th, Oklahoma City
 Dean, Corinne, Box 1503, Okmulgee
 Denney, Earl C., 1631 E. 15th St., Tulsa 3
 Diffe, Mrs. F. P., Pauls Valley
 Drewry, Mrs. Agnes Mayo, Dir. of Elem. Educ., Sapulpa
 Dyer, Charles E., Harmony School, Oklahoma City 5
 Ellidge, Mrs. Betty B., Dewey
 Embree, Margaret, 401 N. Fourth St., Henryetta

- Faris, Mrs. Ruth, 4617 S. Shields, Oklahoma City 9
- Farrill, Mrs. Mary, McIntosh School, Chelsea
- Fisk, H. Clay, 2245 E. 22nd Pl., Tulsa 5
- Fritzon, Edith L., 514½ N. W. 20th, Oklahoma City
- Frost, Mrs. Earl, Sunset School, Healdton
- Galbraith, Donald S., 840 N. Third, Ponca City
- Garton, Mrs. Malinda D., 308 W. Oklahoma Ave., Blackwell
- †Giles, O. A., 1348 S. Florence Ave., Tulsa 4
- Gilmer, Juliette, 1106 N. W. 14th St., Oklahoma City
- Gingerich, Inez, 1816 W. Maine St., Enid
- Griggs, O. C., 3627 S. Wheeling, Tulsa 5
- Grove, Edith, 2646 N. W. 12th St., Oklahoma City 7
- Guilliams, Flecia, Tecumseh
- Hagar, W. E., 3300 S. Columbia Pl., Tulsa
- Hamilton, Kate, Woodrow Wilson School, Shawnee
- Haynes, J. Harold, 3307 E. Easton, Tulsa
- Heilmann, Paul L., 2540 E. 14th Pl., Tulsa
- Herndon, V. E., 535 W. Newton, Tulsa
- Hicks, Helen C., 2240 N. E. 19th, Oklahoma City 5
- Hillis, Mrs. Marie, 1029 E. Main, Holdenville
- Hinshaw, Esther, 1701 E. Cypress St., Enid
- †Hodges, Dr. J. H., 3512 E. Archer, Tulsa 4
- Hoffer, Josephine, Box 77, Stedling
- Hoffman, Madelle, 702 W. Grand, Ponca City
- Hooper, George J., Sidney Lanier School, Tulsa
- Hudson, Jess S., 1523 S. Evanston St., Tulsa
- Huffman, Elizabeth R., Dewey School, Oklahoma City 6
- Jenkins, W. C., Rt. 10, Box 543, Oklahoma City 7
- Jester, C. L., 1412 E. 35th Pl., Tulsa 5
- Joachim, Glenn, 315 E. Lawrence, Ponca City
- Johnson, Charles F., Garfield School, Sand Springs
- Johnson, William, 2306 N. E. 15th, Oklahoma City
- †Jones, Pearl B., 515 N. High St., Oklahoma City
- Kelly, Anna K., 2001 N. W. 13th St., Oklahoma City 6
- *Kennedy, Ralph H., 1921 W. 41st St., Tulsa 7
- King, J. R., 815 Elder, Duncan
- King, Lorraine, 419 S. W. 23rd St., Oklahoma City 9
- Kingston, Myrna Shaw, 2543 N. W. 16th St., Oklahoma City 7
- Kniffin, Carl, S.W.I.T., Weatherford
- Knight, R. W., 712 S. Knoxville St., Tulsa
- Koonce, Bert E., Bryant School, Tulsa
- Lackey, Guy A., Oklahoma A. and M. College, Stillwater
- La Mar, Esther, Roosevelt School, Okmulgee
- Lanman, I. S., Horace Mann School, Oklahoma City
- Lee, Mrs. Juanita, 201 E. Third, Edmond
- Lee, Ola, 210 E. Seventh St., Bristow
- Liebhart, Ethel M., 1809 N. Cross St., Oklahoma City
- Magee, Maurice, 1115 S. Evanston St., Tulsa
- Marker, Mrs. Pearl, Shidler School, Oklahoma City
- Martin, Earl, Box 471, Britton
- Mason, Dr. Charles C., Supt. of Schools, Tulsa
- McCarrel, Ed, 715 N. Walker St., Oklahoma City
- McDonald, Gladys, Riverside School, Oklahoma City
- McElroy, Merriem, Box 203, Yukon
- McLees, Frances W., Irving School, Oklahoma City 4
- McLeod, John A., 1641 E. 19th St., Tulsa
- McMillan, Ethel, 31 N. W. 14th St., Oklahoma City 3
- Meadows, Johnsy, 2208 Emporia, Muskogee
- Mitchell, Ina Lewis, 521 W. Wabash St., Enid
- Moody, Mae, 436 East College, Blackwell
- Moore, T. E., 2415 N. Boston, Tulsa
- *Moorhouse, Mrs. Lulu D., 1120 W. Cherokee Ave., Enid
- Mullinax, Harvey, 2544 Cashion Pl., Oklahoma City
- Newman, Jennings B., 1112 W. Wade St., El Reno
- Nighswonger, Opal, Longfellow School, Alva
- Noblet, Chester A., Spiro
- Norman, Mrs. Oma W., Box 46, Davis
- Ogle, A. V., 1343 E. 35th Pl., Tulsa
- Olson, Mrs. Margaret McDonald, 118½ N. Seventh St., Enid
- Padgett, Mattie Bell, Box 801, Carnegie
- Parks, Kathleen A., Box 138, Muskogee
- Patman, Mrs. Carrie, 1021 S. Hoff, El Reno
- Pauly, Dr. Frank R., 220 E. 27th Pl., Tulsa 1
- Petree, Mrs. Marie, 513 S. Jackson St., Enid
- Pogue, Alex W., 419 Garfield Ave., Sand Springs
- Price, Mrs. Fern, Harrison School, Enid
- Quinn, Mrs. Lula, 817 S. W. 36th, Oklahoma City
- Ragan, W. B., Faculty Exchange, Oklahoma University, Norman
- Redman, Clara, Brantly School, Antlers
- Richards, A. L., 1448 S. Cheyenne, Tulsa 5
- Richardson, D. R., Emerson School, Duncan
- Richardson, Josephine, 514½ W. 20th St., Oklahoma City 3
- Riechel, Adolphine, Franklin School, Okmulgee
- Risher, Mrs. Gladys, 542 N. Broadway, Shawnee
- Roads, Elsie, 420 W. State St., Enid
- Roberson, L. G., Cherokee Junior High School, Turley
- Roberts, D. M., 1720 E. 13th St., Tulsa 4
- Schuppach, N. E., 2119 E. 21st St., Tulsa
- Sellers, Mrs. Nell W., Longfellow School, Muskogee
- Setzepfandt, A. O. H., 1547 S. Delaware Pl., Tulsa
- Shepherd, Roger T., 2628 E. Eighth St., Tulsa
- Simpson, Mary, 429 W. Main St., Purcell
- Slack, Fern Holden, Blanchard
- Smiley, Dolly, Tecumseh
- Smiley, Mrs. Eva M., 1123 S. Eighth St., Ponca City
- Smith, Mrs. Levie Meyers, 1900 N. W. Tenth St., Oklahoma City
- Sneed, W. G., 317 N. Geary St., Oklahoma City
- Spivey, Weldon, Edison School, Mangum
- Stanford, Ruth, Box 861, Pryor
- States, Leland E., Perry School, Perry
- Sutherland, Mrs. Zaida, Claremont School, Claremont
- Swan, Fred, Woodlawn School, Sapulpa
- Taylor, Seldon D., Rodman School, Poteau
- Temple, D. E., 702 S. Cheyenne, Tulsa 5
- Thomas, Alta, 630½ N. W. 18th St., Oklahoma City 3
- Thomas, Edna, 901 E. Grand, Ponca City
- Thomas, Frances C., 630½ N. W. 18th St., Oklahoma City 3
- Thomas, Mrs. Rosa J., 711 W. Park, Tecumseh
- Thompson, H. C., 333 S. Pine, Nowata
- Thompson, Mildred Ann, Central School, Idabel
- Timberlake, Mrs. Beulah S., Jefferson School, Stillwater
- Tipton, Anderson L., 324 E. Grant St., Guthrie
- Travis, C. E., 1219 S. Peoria, Tulsa 5
- Vancil, E. C., Lowell School, Tulsa
- Walt, Mrs. Margaret P., Box 265, Woodward
- Watson, Isabel, 706 Jennings, Bartlesville

LIST OF MEMBERS

(Oregon) 333

Wells, W. Alva, Horace Mann School, Shaw
nee
Widner, Guy L., 217 N. Rosedale, Tulsa
Wilson, S. M., Irving School, Shawnee
Williams, Ethel, West Side School, Claremore
Williams, Mrs. Louise, Lincoln School, Lawton
Wilson, M. M., Putnam Heights School, Okla-
homa City
Wise, Mrs. Lillie Dean, 2213 N. Shartel,
Oklahoma City
Wolfe, Dora, 235 W. Tenth St., Brantow
Wood, Linnie R., Box 202, Brantow

OREGON

Adams, Mrs. Nell B., Box 236, Molalla
Ager, H. W., 7015 S. E. Yamhill St., Port-
land 16
Ahrendt, Harold, 1324 S. E. 76th, Portland
Attebury, Edmund A., Roosevelt School, Klam-
ath Falls
Babcock, Roy D., Rt. 2, Freewater
Baker, N. A., 1817 S. E. 46th Ave., Port-
land 13
Beardsley, Florence E., State Dept. of Educa-
tion, Salem
Blackler, R. C., 1603 S. E. Maple St., Port-
land 15
Bork, Edith L., 316 Hargadine St., Ashland
Bortolazzo, J., 2845 S. W. Petander St.,
Portland 1
Brookhardt, Harry B., Box 267, Aloha
Brunskill, Mrs. Lucile, 715 N. E. 21st Ave.,
Portland 12
Button, Alan, 2654 W. Talbot Rd., Port-
land 1
Campbell, E. H., Blue River
Childers, J. M., 3240 S. Donnet Way Ct.,
Portland 1
Christensen, Walter H., Astor School, Astoria
Christner, Robert G., Lincoln School, Eugene
Clemens, Gerald R., Pelican School, Klamath
Falls
Condit, Earl, 4483 S. W. Bernard Dr., Port-
land
Cottingham, Thomas A., 4306 S. E. Ramona
St., Portland 6
Cox, Ora, 1716 Crown Ave., Medford
Craske, Fred, Failing School, 7825 S. W.
Tenth Ave., Portland
Daugherty, Dorothy, 19th and Nebraska, Salem
Dodge, Thyr A., 2801 Merriam Rd., Med-
ford
Douglas, Mrs. Gloria C., 9732 S. W. 35th,
Portland
Elle, Irving B., Colonel Wright School, The
Dalles
Empey, Warner, Junction City School, Junc-
tion City
Fader, Joseph L., 299 Scenic Dr., Ashland
Farley, Lillian M., Box 383, Bandon
Field, Milton W., 1859 S. W. Park Ave.,
Portland 1
Finnie, Mrs. Alice, Box 354, Coos Bay
Freel, A. O., 4920 N. E. Cleveland Ave.,
Portland 11
Garber, Richard O., 1136 N. E. Weidler, Port-
land
Gay, T. J., 2551 Emerald St., Eugene
Guroux, Joseph A., Dist. 9, Grade School,
Gardiner
Griffith, W. Ross, 2336 S. W. Osage, Portland
Gustino, H. W., Jackson School, Medford
Haldeman, Rose, Whitaker School, Eugene
Hall, E. S., 833 Military St., Roseburg
Harris, Harvey E., Willamina
Haskins, Mrs. Bertha, 228 N. Holly, Medford
Hassell, Errol, Supt. of Schools, Tugard
Hatton, Harold, 2804 N. E. 67th, Portland
Hays, O. W., 630 N. Fremont St., Portland 12
Hedrick, E. H., Supt. of Schools, Dist. 49,
Medford

Herald, H. W., Oswego School, Clatsop
Hill, Lucille, 715 N. E. 21st Ave., Portland 11
Hogans, J. C., Sherwood
Hoffman, Helen, Box 41, Prospect
Hulbert, Kenneth, Washington School, Mid-
land
Jensen, John, 4506 N. Kerby, Portland 11
Jennetted, Mrs. Mabel, 714 Washington St.,
McMinnville
Johnson, Harry B., 429 N. 29th St., Salem
Jones, Mrs. Bessie E., Box 16, Gaston
Jones, Mrs. Francis N., 2724 N. W. Quamby
Portland
Jones, Ruth Willmott, 1824 Logan St., Klam-
ath Falls
Keeney, Henry G., 3043 N. E. 11th Ave.,
Portland 12
Kellar, Laura E., Exec. Com., Dept. of Elem.
Schools, Natl. Educ. Assn., Vancouver City
Schools, Portland 17
Kammel, Margaret, 1103 Harvard Ave., Rose-
burg
Kang, Charles G., 4316 N. E. 38th Ave.,
Portland
Lamell, J. W., Grade School, West
Lawrence, Dollie, 1846 Revere St., Baker
Lind, Ralph R., 4734 N. Minnesota St., Port-
land 11
Luman, Ivan M., Box 802, Madras
Lucas, Frederick E., 741 N. E. Alderworth
Portland 11
Maaske, Robert J., Sec. Appt. 427, 1st Grande
Magaurn, Francis W., 3804 N. E. 34th Ave.,
Portland 14
Maras, Patrick, 1334 S. E. Ash St., Portland 14
Marques, Bianca Dean, Box 863, Salem
Matten, Ann, Svenson School, Astoria
McAfee, Albert Dewey, 287 Echols St.,
Portland 11
McL., 100 Lincoln St.,
Ashland
McLain, Floyd F., 1501 X Ave., La Grande
McPartland, W. L., Box 619, Nyssa
Miller, Dorothy W., Madison School, Albany
Miller, William J., 2246 N. E. Cleveland,
Portland 13
Molenkamp, Alice, 1729 N. E. 17th, Portland
Montgomery, Mrs. Fina W., 6823 N. Minna-
sippi Ave., Portland
Moore, Melvin, Frances Willard School, Eu-
gene
Morgan, Orrin S., Canby
Nelson, Martin V., 6714 N. Kerby St., Port-
land 11
Newth, C. B., 1214 N. E. 57th Ave., Portland
Nicholson, Miller, 2345 N. E. 26th Ave.,
Portland
Norris, Clifford C., Box 1176, Hermiston
Ott, Alice E., 12506 S. E. Ramona, Port-
land 6
**Painter, W. C., 425 S. E. 43rd Ave., Port-
land 13
Parker, Ivan C., Supt. Dist. 130, Sutherlin
Pattison, Miner T., 1845 S. W. 16th, Portland
Pearce, Mrs. Carmen, Box 7, Lentine
Pearson, Mrs. Velma J., Columbus School, Mc-
Minnville
Peterson, Tillman J., 6106 N. E. 22nd Ave.,
Portland 11
Peterson, Otto H. H., Scappoose
Phelps, Ernest A., 10524 N. E. Wygant, Port-
land 13
Phelps, Victor N., 2865 Harrison St., Mil-
waukie
Phillips, John L., 716 29th St., Milwaukie
Pomeroy, Mrs. Viola, Elementary School, Rogue
River
Posey, Cecil W., 3334 N. E. 45th Ave., Port-
land 10
Poynter, James W., Supt. of Schools, Hillsboro
Rinecarson, L. E., Rt. 10, Box 1097, Port-
land 2

Robertson, Mrs. Fay H., Washington School, 275 E Seventh St, Eugene
 Rowe, Wilbur, 1616 27th St, Milwaukie
 Rush, Mabel E., Central School, Newberg
 Santes, Harold T., 6233 N E Alameda, Portland 13
 Seggel, Louis, 2425 N E 32nd Pl, Portland 12
 Shepherd, Harold J., Wilson School, Tillamook
 Shepardson, Edna E., 2310 B St, Baker
 Smith, Alice, 4907 N E Mallory, Portland
 Smith, Elphe, Rt. 1, Box 160, Tigard
 Smith, Everett K., Box 442, Heppner
 Smith, John E., 5740 N. Williams Ave., Portland 11
 Speirs, Verne H., Mills School, Klamath Falls
 Spring, Fred, 1524 27th St, Milwaukie 2
 Sweeney, Grace F., 2226 N E 17th Ave, Portland 12
 Tallman, Harold C., Rt. 1, Box 315, Gresham
 Tate, Roy M., 1217 S E. 32nd Ave, Portland 15
 Thompson, Cecil T., 3735 N E Wisteria Dr, Portland 13
 Tolystad, Robert, 3714 S. E. Lincoln, Portland
 Webb, Horton E., 3740 S. E. Tenth Ave, Portland 2
 Weis, Maurice, Grout School, 3119 S E Holgate, Portland 2
 Wilson, Leland A., Box 68, Oakridge
 Wilson, Melvin, 4133 N. E. 32nd Ave, Portland 11
 Wolfer, Henrietta B., Monmouth
 Wood, Edna, Monroe
 Wright, David G., 2105 N E 62nd Ave, Portland 13

PENNSYLVANIA

Agensky, Esther B., Madison School, New Market and Green Sts, Philadelphia
 Altamus, Margaret, Osborne School, Johnstown
 Anthony, Belle Irene, Central School, York
 Applegate, Florence W., Newmyer School, Swissvale, Pittsburgh 18
 Bamford, Sara E., Wilkins School, Pittsburgh 18
 Barr, Charles F., Burgwin School, Pittsburgh 7
 Barthold, Harold J., 1024 N New St, Bethlehem
 Beard, Mary E., 934 Maplewood Ave, Ambbridge
 Beatty, C. Evelyn, Crescent School, Pittsburgh 21
 Bechtel, Laura A., 1441 Turner St, Allentown
 Beighle, James L., Elementary School, Bryn Mawr
 Bennett, Ida M., 129 Ridgeway St, East Stroudsburg
 Bentz, Naomi C., 807 W King St, York
 †Berman, Dr Samuel, 5336 N Sydenham St, Philadelphia 41
 †Betts, Dr Emmett A., Dir of Reading Clinic, Temple University, Philadelphia 22
 Biery, J. E., Supvg Prin, Brookville
 Biswanger, Wilhelmina A., Dunlap School, Philadelphia 39
 Bjork, Ellen D., 37 Bellevue Ave., Bradford
 Blake, Celia J., 316 Frederick Ave., Sewickley
 Blumberg, A Alvin, 2123 E Walnut Lane, Philadelphia 38
 Boehm, Charles H., 75 N Main St., Doylestown
 Bowen, Catherine M., R D, New Cumberland
 Bowers, Frances L., Kinsey School, 65th Ave and Limekiln Pike, Philadelphia
 Bracken, W. Earl, 307 E Ashland Ave, Glenolden
 Brewer, Karl M., Supt. of Schools, Dubois
 Bright, Katharine A., Fifth and Springs Sts., Reading
 Bright, Nellie R., Harrison School, 11th and Thompson, Philadelphia 22

Brown, Jesse D., 745 W Princess St, York
 Buchanan, William T., Brookline School, Upper Darby
 Bucher, Caleb W., 119 E Clay St, Lancaster
 Bulick, S. B., 122 N Maple Ave, Greensburg
 Bupp, C. Louis, 819 S Duke St, York
 Burley, Mary M., 1216 Logan Ave, Tyrone
 Campbell, Robert B., Hudson Street School, Johnstown
 Carey, Helen M., 1335 Fifth Ave, Ford City
 Carson, Hazel E., R. D., Charleroi
 Carson, J. O., Dir of Curriculum, Abington
 Carthew, Kathryn, Bheam School, Johnstown
 Carver, Mrs Madeline B., 523 E Penn St, Newtown
 Cecilia, Sister Mary, St. Genevieve School, Canonsburg
 Chambers, Dr. Raymond L., 24 W Logan St, Philadelphia 44
 Charles, A Lincoln, Higbee School, Lancaster
 Chase, Marie S., 2038 Master St, Philadelphia 21
 Clugstone, E. Gretchen, 100 Lingle St, Osceola Mills
 Cole, John S., Mounted Rt. 36, Easton
 Cole, Ray M., Court House, Bloomsburg
 †Collins, Mrs Edythe Sampson, 3703 Huey Ave, Drexel Hill
 Connelly, Mae, Chestnut Street School, Johnstown
 Corey, Carolyn F., First District School, Meadville
 Cresswell, Robert V., Overbrook School, Pitsburgh 10
 Crist, Mary E., 1204 19th Ave, Altoona
 Cross, Charles B., Wayne School, Erie
 Crumbling, C. S., Supt. of Schools, Laureldale
 Cummings, Mary A., Marton School, Chester
 Dabney, Anna M., 530 Cleveland Ave, York
 Dager, Mrs Frances G., Dir of Elem. Educ., Beaver College, Jenkintown
 Daniels, Dr Blair E., 2922 Belmont Ave, Ardmore
 Davenport, Ralph F., 136 Drexel Rd, Ardmore
 Dawes, Dorothy D., 4840 Pine St, Philadelphia 43
 Dichter, Jack Robert, Ellwood School, 12th and Oak Lane, Philadelphia 26
 Dickter, Dr M. Richard, 2313 76th Ave, Philadelphia 38
 Dillon, Mrs Ruth L., 3821 N Gratz St, Philadelphia 40
 Dimmick, Dr. Earl A., Supt. of Schools, Pittsburgh 13
 Dobbins, Thomas J., Meredith School, Fifth and Fitzwater Sts, Philadelphia 47
 Dolbear, Frank T., Supvg. Prin, Tunkhannock
 Dougherty, Laura U., Wetherill School, Chester
 †Dunleavy, Joseph M., 1426 Pittston Ave., Scranton
 Eberly, Harry B., 161 S Second St, Chambersburg
 Ebner, Mowrie A., 1407 Seventh St, Altoona
 Eckard, Elizabeth T., 1957 69th Ave, Philadelphia
 Edwards, Elliot, Lincoln School, Honesdale
 Elsbury, Earl T., 15 Miller St, Duquesne
 Emery, C. Ralph, Downingtown
 Enterline, Myers B., Rt. 1, Watsonstown
 Esterline, Irene, 6609 Blakemore, Philadelphia 19
 Evans, Walter P., Hopkinson School, L and Luzerne Sts, Philadelphia 24
 Everett, Hazel, Grade School, Jenkintown
 Fallon, Mary C., Greenfield School, Pittsburgh 7
 Farra, Dorothy B., 117 Dean St, West Chester
 Farrell, Beatrice C., 1416 Pearce Pk, Erie
 Figurel, J Allen, 2321 Walton Ave, Pittsburgh 10

- Flegal, Edwin J., Rt 8, Portage
 Flinn, May, 1025 McKean Ave., Donora
 Fluck, A. Harold, 9527 Wistaria St., Bustleton,
 Philadelphia
 Frank, T. Russell, Highland School, Abington
 Frankenfield, Ira M., 637 Center St., Bethle-
 hem
 Fnck, W. T. B., 2524 S. 68th St., Philadel-
 phia 42
 Fries, Mary, 1614 11th Ave., Altoona
 Fugett, Joseph R., 120 E. Miner St., West
 Chester
 Funk, M. Estelle, 8313 Tulpehocken Ave.,
 Elkins Park
 Galter, Israel, 3133 W. Columbia Ave., Phila-
 delphia 21
 Garrett, Richard J., 915 Wayne Ave., York
 Gasser, Harry N., State Teachers College,
 Bloomsburg
 Geedy, Calder B., 310 S. Brown St., Lewistown
 Gehman, Esther, 511 Juniper St., Quakertown
 Geiss, Newton W., Co Supt of Schools, Read-
 ing
 Gibbs, Mary S., 350 W. Duval St., Philadel-
 phia 44
 Gilland, Dr. Thomas M., State Teachers Col-
 lege, California
 Gingenbach, Marie O., 345 E. 12th St., Erie
 Gingrich, Leah A., 4709 Pine St., Philadel-
 phia 43
 Glantz, Bernard, Hoffman School, 55th and
 Vine Sts., Philadelphia 39
 Grim, Alice H., Newtown Square
 Gross, Florence E., 1434 W. Market St., York
 Grover, Arlon G., 524 E. Beau St., Wash-
 ington
 Grumbling, Russell, Chandler School, Johns-
 town
 Grunzer, W. F., 301 Vine St., Johnstown
 Guthrie, John, 425 E. Wadsworth Ave., Phila-
 delphia
 Hagerty, Jean B., 311 Maple Ave., Drexel Hill
 Hanning, N. W., 145 E. Market St., York
 Hannum, Helen E., 1507 Tenth St., Altoona
 Hardy, Clara R., 935 Jefferson St., McKeesport
 Harris, Mrs. Ruth, Box 187, Dayton
 Hartman, Dorothy P., Muhlenberg Grade
 School, Allentown
 Hartman, Joseph A., McGill School, New
 Castle
 Hartzel, R. J., Third St., Box 945, Bentley-
 ville
 Havlick, Johanna K., Flouertown
 Hazlett, J. Roy, 1314 Hampshire Ave., Pitts-
 burgh
 Hazlett, Dr. William W., 1029 Kenwyn St.,
 Philadelphia
 Hay, Charles K., 2108 Shunk St., Philadelphia
 42
 Hedge, John W., 916 W. Market St., Beth-
 lehem
 Heiges, Mary McC., Hi-Thorpe, Rt 7, York
 Henaman, Harold G., Brookline School, Pitts-
 burgh 26
 Henninger, Walter B., Supt. of Schools, North-
 umberland
 Hershberger, Arlene, 1231 Linwood Ave., Nor-
 ristown
 Hodgson, Clarence T., 472 Atlantic Ave., York
 Hollinger, Durell A., 122 Pleasure Rd., Lan-
 caster
 Homer, Francis R., 4800 Conshohocken Ave.,
 Philadelphia 31
 Hood, Mrs. Vivian P., Drexel Hill School,
 Drexel Hill
 Hopewell, Henry W., 310 S. Pershing Ave.,
 York
 Hopkins, Marcella, Dibert Street School, Johns-
 town
 Hostetler, Bernard S., Central City
 Houseal, George M., Supvg. Prin., Seventh and
 Maple Sts., Lebanon
 Hubley, I. George, 1400 First Ave., York
 Husted, Mrs. Bessie S., Seventh and Church
 Sts., North Wales
 Husted, Dr. Inez, Supvr of Special Educ.,
 Luzerne County Schools, Wilkes-Barre
 Jackson, Ethel, 228 E. Sedgwick, Philadel-
 phia 19
 Jenkins, Leon V., 720 Bierman Ave., York
 Johnson, Royce O., R.D., Lewis Run
 Judelsohn, Samuel J., Cleveland School, 19th
 and Butler Sts., Philadelphia 40
 Kandrach, Joseph L., Smithmill
 Kelley, Florence A., Preston School, Bryn Mawr
 Kelso, Dr. John S., 2824 Crosby Ave., Pitts-
 burgh 16
 Kerstetter, Dr. Newton, Supvr of Special
 Educ., Court House Annex, Sunbury
 Killinger, Leroy G., King Street School, Cham-
 bersburg
 Kirk, S. Elisabeth, Garrettford School, Drexel
 Hill
 Kistler, Claude F., 214 N. Fulton St., Allen-
 town
 Kitey, Albert S., 2334 77th Ave., Philadel-
 phia 38
 Klingel, Emma I., 314 E. 28th St., Erie
 Kneas, Edith M., 1338 Markley St., Norris-
 town
 Kohnce, Ruth D., 1254 Hillsdale Ave., Pitts-
 burgh 16
 Korb, E. A., Maple Park School, Johnstown
 Kornbau, Raymond, 1248 Edison St., York
 Krah, W. Edward, 346 Oak Rd., Glenside
 Kramp, Mrs. Walter, 617 Walnut St., Roaring
 Spring
 Kubel, Albert, Mechanicsville Rd., Philadelphia
 14
 Kulp, Dan B., Supervising Principal, Red Lion
 Kurtz, Virginia, 4211 Tyson St., Philadelphia 35
 Lachman, Martha M., 16 Sankey Ave., Pitts-
 burgh 27
 Laderer, William C., Jr., 435 Royce Ave., Pitts-
 burgh 16
 Lantz, Ruth, 2313 Oak Ave., Altoona
 Lantz, W. W., 422 Charles St., Turtle Creek
 *††Laramy, William J., 2444 Merwood Lane,
 Havertown
 Larson, L. H., West Side School, McKeesport
 Law, Aura, 307 E. Union St., Punxsutawney
 Laws, Mrs. Catherine Brown, 17 W. Fourth
 St., Media
 Lawson, William, Phillips Street School, Baden
 Laubach, Helen M., 2352 W. Fourth St., Wil-
 liamsport 27
 Lazar, Harry, Douglas School, Huntingdon and
 Edgemont Sts., Philadelphia 25
 Lembke, Dr. Glenn L., John C. Winston Co.,
 1010 Arch St., Philadelphia 7
 Lemley, Dawson E., Saltsburg Rt., Verona
 Leopold, Michael, Kendrick School, 38th and
 Powelton, Philadelphia
 Lettinger, Leonard A., Edge Hill Rd., Hunting-
 don Valley
 Lilly, Mrs. Mabel H., Franklin School, Allen-
 town
 Little, Marsby C., Supt of Schools, Waynesboro
 Livenght, Alice K., 1512 Spruce St., Phila-
 delphia
 Lowman, Margaret Jane, Stevens School, Indi-
 ana
 Lumley, John M., Co. Supt of Schools, Dushore
 Lynch, Catharine L., 407 Elizabeth Manor,
 Upper Darby
 Mahoney, D. J., Memorial School, Wilkes-
 Barre
 Malloy, Frances A., 7017 Pennsylvania Ave.,
 Upper Darby
 Marburger, Harold, Park Street School, Crafton
 Marsh, Mrs. Harriett S., 7126 Edgerton Ave.,
 Pittsburgh 8
 Mathias, Russel N., Schuylkill Avenue School,
 Reading

- McCann, Cecelia, Washington School, Johnstown
- McCauley, Dr. Selinda, 2031 Locust St, Philadelphia 3
- McConnel, Clarence H., Asst Co Supt of Schools, Williamsport
- McDowell, Stella D., 112 Race St, Swissvale 18
- McKay, J. Florence, Keystone School, Upper Darby
- McKeone, J. Warren, Potter School, Fourth and Clearfield Sts, Philadelphia
- McLure, Fred Y., Mahoning School, New Castle
- McMorris, Edith, 113 Cricket Ave, Ardmore
- Metzgar, J. H., Supvg. Prin., Salem Twp., Mamont
- Metzner, William, 4400 Tyson Ave., Philadelphia 35
- Miller, Henry J., Codorus
- Miller, Madge E., 320 Laurel St, Pittsburgh 18
- Miller, Paul D., 7113 Boyer St., Philadelphia 19
- Mills, Russell J., 712 High St., Honesdale
- Minnich, E. Willis, 70 Werner St., Wernersville
- Montini, John W., Jones School, Aliquippa
- Moore, Mrs. Helen E., Penllyn
- Moore, Velma M., 316 Ninth Ave., Altoona
- Morey, Frank R., Supvg. Prin., Swarthmore
- Morse, Melvin E., 507 W. 28th St, Erie
- Mueller, Helen E., 22nd and Ritzer Sts, Philadelphia 45
- Muellerstein, Minnie M., 721 E. 23rd St, Erie
- Myers, Max, Sedgwick Gardens, Philadelphia 19
- Myers, Stanley H., 530 Dallas St, York
- Nelson, Mary F., Contoy School, Page St, Pittsburgh 12
- Newman, Raymond S., 629 E Mt Airy Ave., Philadelphia
- Nicolls, Alice M., Dir. of Elem Educ, Farrell
- Noble, Hilda N., Cowley School, Sherman Ave and Eloise St, Pittsburgh 12
- Noe, Elizabeth T., 137 E Gorgas Lane, Philadelphia 19
- Notz, Hulda M., 180 Le Moyne Ave., Pittsburgh
- Nunn, Grace Adelaide, 1003 Western Dr., Erie
- Oberlin, Evelyn, Stevens School, 822 Crucible St., Pittsburgh 20
- Olander, Herbert T., School of Educ, University of Pittsburgh, Pittsburgh
- Ort, Hazel L., 159 Farragut Ave., Vandergrift
- Orth, Kathryn M., 2 E. Mt Ave, S Williamsport 32
- Parson, Mrs. Edna Gray, 521 Maplewood Ave., Ambridge
- Patch, Florence, Oakhurst School, Johnstown
- Paynter, W. R., 227 Cornell Ave., Pittsburgh 29
- Pelrice, Elizabeth N., 130 E. Chestnut St., West Chester
- Pickard, Dorothy E., Cedarhurst and Estella Sts., Pittsburgh 10
- Poole, Charles E., Overlook School, Abington
- Potter, William M., Moore School, Pittsburgh 10
- Powers, C. S., 832 Florida Ave., York
- Pregler, Hedwig O., Colfax School, Beechwood Blvd and Phillips Ave., Pittsburgh 17
- Price, A. W., Supvg. Prin., Colver
- Queripel, Mrs. A. W., 244 High St, Milton
- Quinn, William P., 5553 N. 16th St., Philadelphia
- Ramage, Gladys E., Hughestown Boro Schools, Pittston
- Raup, Zura E., 128 Hepburn St, Milton
- Rausch, Mary D., 720 N. Fifth St, Allentown
- Reilly, Rev. Edward M., Supt. of Catholic Schools, 19th and Wood Sts, Philadelphia
- Renton, Miriam L., 165 Grant Ave., Vandergrift
- †Rice, Pearl E., 840 Williams St., Easton
- Richial, Mrs. Leda N., 380 Neshannock Ave., New Castle
- Rickert, Charles F., Manoa School, Havertown
- Ridge, W. W., 27 S Clifton Ave., Clifton Heights
- Rinker, Robert R., 247 Tenth Ave., Bethlehem
- Rutenour, Blanche V., 205 Greydon Ave., McKees Rocks
- Robson, William K., 6614 N. Seventh St, Philadelphia 26
- Rodecker, Mrs. Rebecca M., 303 Prindle St., Sharon
- Roffe, Pauline E., Senior High School, Lansdowne Ave and School Lane, Upper Darby
- Rohrer, Mary M., Hamilton Court Apts, Ardmore
- Ross, Anna, 1141 Dormont Ave., Pittsburgh 16
- Ross, Margaret, Hopewell School, Aliquippa
- Ruch, Mary A. R., Rt 1, Box 4, Tower City
- Russell, Mary L., Horace Mann School, Indiana
- †Sacks, Solomon, 4827 N. Tenth St, Philadelphia 41
- Saul, Marie A., 3611 Massachusetts Ave., Pittsburgh 12
- Sauvain, Walter H., 1413 W. Market St., Lewisburg
- Schlegel, Albert G. W., Supt. of Schools, Pittsburgh 2
- Schrack, Leila B., Rainbow School, Coatesville
- Schrader, Mrs. N. Blanche, 519 Lincoln St., Milton
- Schwank, Laura M., 324 N. George St, York
- Scorer, Sadie Mae, Box 404, Homestead
- Searfoss, Anna, 605 McCartney St., Easton
- Sellers, Mrs. J. Townsend, 829 Black Rock Rd., Bryn Mawr
- Sensenig, E. Susan, 305 E. Orange St, Lancaster
- Shalter, Grace E., 1415 Palm St, Reading
- Sharlip, Lou N., 5058 N. Eighth St., Philadelphia 20
- Shelly, Colsin R., 301 Ruby St, Lancaster
- Shires, Beulah M., Adams School, Tyrone
- Shires, H. Bess, 524 S 15th St., Harrisburg
- Simpson, David John, 128 Waverly Rd., Wyncote
- Smithgall, Elizabeth, 126 N. Lime St., Lancaster
- Smith, Lawrence S., 23 S. West End Ave., Lancaster
- Souder, Edith M., Highland Park School, Upper Darby
- Spangler, Thomas B. F., 6108 N. Seventh St., Philadelphia 20
- Spitler, Franklin C., Orwigsburg
- Sprekel, Julia C., Madison School, York
- Springer, Kenneth L., 35 Columbia Ave., York
- Stains, Katherine G., 4513 Hartel Ave., Philadelphia 36
- Staneruck, Bessie E., 654 E. Summit Ave., Philadelphia 28
- Steadman, H. L., Perry School, Erie
- Steel, W. R., 3819 Hiawatha St, Pittsburgh 12
- Sterling, Rilla M., McNair School, Pittsburgh 21
- Stevens, A. Miriam, 222 Reily St, Harrisburg
- Stevenson, Martha C., Harry School, 56th and Christian Sts, Philadelphia
- Stewart, Ann G., Aronimink School, Drexel Hill
- Stewart, Frederick H., 6603 Quincy St, Philadelphia 19
- Stewart, Laura E., 123 E. Agnew Ave., Pittsburgh 10
- Stock, L. V., Supvg. Prin., Biglerville
- Storer, Charles S., Supt of Schools, Elizabeth
- †Storey, Dr. Bernice L., 3555 Bigelow Blvd., Pittsburgh 13
- Stough, H. A., 304 Colonial Rd, York
- Strickler, Mary M., Schaefferstown
- Strine, Hazel R., 25 Bound Ave., Milton
- Swanston, E. E. R.D., Box 27, Johnstown
- Sweeney, T. Goldie, 2205 Duke St, York
- Symons, Wilfred L., Llandillo Rd., Havertown

Taylor, Florence E., 205 E. Beaver Ave., State College
 Tannis, Marguerite, 38 N. Harwood Rd., Upper Darby
 Terry, Edwin, Columbia School, Coatesville
 Thomas, Evelyn M., 126 Walnut Ave., Altoona
 Thomas, Mary B., 2403 N. Second St., Harrisburg
 Thompson, Irene A., Wightman School, Pittsburgh 17
 Thorp, Marion A., 5845 Cedarhurst St., Philadelphia 43
 Tubue, Dr. M. R., Dean, School of Educ., Pennsylvania State College, State College
 Traris, Leo R., 1114 Craig St., McKeesport
 Tweed, Jean M., Taylor School, Randolph and Erie Ave., Philadelphia 40
 Trostle, J. F., Village Street School, Johnstown
 Trout, Alma F., 225 Pearl St., Lancaster
 Truby, Charlotte C., Lemington Avenue School, Pittsburgh 6
 Uts, George W., 403 Wilbur St., South Fork
 Varnum, Paul, Hillsdale School, Pittsburgh 16
 Wallace, Mrs. Elizabeth T., Wyndmoor School, Philadelphia 18
 Ward, Harry S., Jr., 727 Glenview St., Philadelphia 11
 Warshaw, Harry A., 6626 N. 18th St., Philadelphia 26
 Watson, Jennae A., 3301 Walnut St., McKeesport
 Weaver, Millard H., Box 366, Windber
 Wester, Walter F., 3301 Versailles Ave., McKeesport
 Webb, Ella P., Wilson School, 46th and Woodland Ave., Philadelphia 43
 Weber, Claire, Chain Street School, Norristown
 Weikel, Ruth Jane, 4645 Old York Rd., Philadelphia 40
 Wesley, Mabel, 223 S. West St., Allentown
 Weiss, George D., 618 Martin St., Bellwood
 Welch, Hazel, 512 First St., Charleot
 Welsh, John J., 6616 N. 20th St., Philadelphia 38
 Wenner, H. C., Box 23, Drums
 Wickersham, Mrs. Lillian M., 106 W. Oakdale Ave., Glenside
 Wiegand, Margaret E., Campbell School, Eighth and Fitzwater Sts., Philadelphia
 Wilkins, Ann L., 2728 Berkeley Ave., Erie
 Williams, David E., Kenmawr School, Rt. 1, McKees Rocks
 Wright, Louise, 220 Ridge Ave., Pittsburgh
 Yeager, Paul M., Rt. 1, Wescosville

RHODE ISLAND

Boden, Herbert Harold, 287 Orms St., Providence 8
 **Bray, Marion B., 101 Tupelo Hill Dr., Cranston
 Burdick, Annie P., 97 Alexander St., Cranston 10
 Burton, Caroline A., Chepachet
 Cole, Archie R., Eldredge School, East Greenwich
 Cosgrove, Francesca, Temple Street School, Providence
 Crumley, Laura J., 21 Glenwood Ave., Cranston
 Dunn, Mary C., Regent Avenue School, Providence 8
 Fitzpatrick, Grace B., 26 Slater Ave., Providence 6
 Handel, Mildred C., 200 Vermont Ave., Providence 5
 Hill, Cora M., 56 Union St., Bristol
 Howard, Marie R., 29 Modena Ave., Providence 8
 Kelley, Elizabeth M., 22 Winthrop Ave., Providence 8

Laudati, Caroline A., 38 Lowell Ave., Providence 9
 McEvoy, Alice H., Greene School, 241 Webster Ave., Providence 9
 McNally, Wayne W., 101 Sessions St., Providence 6
 Murray, Katherine M., 25 Hanover St., Providence
 O'Connor, Margaret A. T., 282 Williams St., Providence
 Peabody, Robert W., 110 Paul St., Providence
 Piche, Elizabeth M., Harrisville School, Harrisville
 Quirk, Mary V., 15 Wheaton St., Warrren
 Saleses, Margaret M., Summit Avenue School, Providence 6
 Scanlon, Mary V., Walley School, Bristol
 Stahl, Pauline W., 30 Grove Ave., Westerly
 Superior, Rev. Mother, Convent of Jesus Mary, 211 Carleton St., Providence 8
 Tennant, Charlotte C., Howland School, Cole Ave., Providence
 Waterman, Wilma S., Oak Lawn School, Cranston

SOUTH CAROLINA

Adelsheimer, Philip E., Brooklyn Avenue School, Lancaster
 Alcorn, Maurice, 1015 Wildwood, Columbia
 Arant, Morgan D., Elementary School, Summerville
 Beasley, J. Edwin, Rosemont School, Charleston
 Berry, J. Howard, Liberty Homes School, North Charleston
 Brockman, W. Clark, McMaster School, Columbia 5
 Brooks, J. F., Co. Supt. of Education, Spartanburg
 Burton, William Henry, 2120 Sigh Ave., Columbia
 Carmichael, Mrs. N. C., Harner
 Carson, Mrs. Louise G., Beaufort School, Beaufort
 **Castine, W. J., Augusta Circle School, Greenville
 Chewning, Charles H., 39 W. Charlotte Ave., Sumter
 Clark, Mary, 225 Marion St., Rock Hill
 Corcoran, Albert C., Tillman School, Navy Yard 53
 Cox, Fred D., Ellis Avenue School, Orangeburg
 Cunningham, Mrs. Leona C., 414 E. Arch St., Lancaster
 Darby, Carrie, Ware Shoals
 Davis, Mrs. B. L., 1032 S. Fant St., Anderson
 Delorme, Mrs. Katie P., Jordan School, Sumter
 Ellis, Roy J., Schneider School, 2731 Devine St., Columbia 52
 Evans, Mrs. Martha R., 206 W. Franklin St., Anderson
 Flora, Dr. A. C., Supt. of Schools, Columbia
 Fowler, F. L., Donaldson School, Greenville
 Fraser, Wilmet J., Archer School, Charleston
 Gaskin, Grover C., 109 Keowee Ave., Greenville
 Goforth, Preston C., 408 Bennett St., Mt. Pleasant
 Goin, J. Gary, Midland Park School, West Charleston
 Golightly, Howard B., Chicora Grade School, Navy Yard 11
 Goodwin, W. B., Rt. 7, Box 172, Navy Yard
 Hallman, E. B., Box 606, Spartanburg
 Hammond, Clarence E., 211 Dunbar St., Greenville
 Higbe, R. F., Box 435, North
 Hinnant, Mrs. Herbert Y., Turner School, Ridgeway
 Hoole, William H., Supt., St. David's Academy, Society Hill
 Huffman, Mrs. C. T., Lykesland

Hunt, W. A., Glenn Street School, Anderson
 Johnson, Mrs. Catherine B., Box 243, Seneca
 Kirkpatrick, Palmer M., Box 359, Great Falls
 Lanham, S. A., Courtenay School, Charleston
 Leitzsey, B. B., Jr., 105 Second St., Florence
 Madden, Cresswell W., 1716 Williams St., Columbia 4
 McArthur, L. C., Jr., 114 St. John's St., Darlington
 McCown, J. Harold, Elementary School, Conway
 McLaurin, S. C., Elementary School, Saluda
 Monteith, Mrs. V. E., Rt. 1, Box 11, Columbia
 Mundy, Carol Hill, 220 Wayne St., Columbia
 Nance, Mrs. S. F., 2024 Sumter St., Columbia 24
 Parrish, W. S., Clinton
 Planck, Carl G., Simons School, Charleston
 Powell, Cecil L., Southside School, Spartanburg
 Quattlebaum, Mrs. Eva L., University of South Carolina, Columbia
 Rogers, Elbert E., Carver School, Columbia
 Ropp, J. J., 310 N. Rhame St., Manning
 Rutherford, Harry B., Waverley School, 1225 Oak St., Columbia
 Setzler, Mrs. E. B., 2001 College St., Newberry
 Southerlin, W. B., Supt. of Schools, Winnsboro
 Thomas, Martha E., State Office Bldg., Columbia
 Toole, Norman C., Dorchester Terrace School, Navy Yard
 Turner, J. C., Supt. of Schools, Greenwood
 Ulmer, T. H., Thornwell School, Hartsville
 Varn, Guy L., Dir. Div. of Personnel, Public Schools, Columbia
 Voigt, Caroline, 1000 Bull St., Columbia 21
 White, Lena E., 214 Echols St., Greenville
 Wisener, J. E., 2½ Lambolt St., Charleston 2
 Wofford, R. H., Grammar School, Moncks Corner

SOUTH DAKOTA

Anderson, Laura B., 326 S. Minnesota, Sioux Falls
 Bissell, E. H., Whittier School, Sioux Falls
 Case, Ethel D., 815 N. First St., Aberdeen
 Haas, Grace, 1615 S. Minnesota Ave., Sioux Falls
 Hartshorn, Herbert E., 108 S. Van Epps Ave., Sioux Falls
 Johnston, Maude E., 414 11th Ave. S. E., Aberdeen
 Leistikow, Lydia, 323 S. Lincoln, Aberdeen
 Nelson, Nan M., Lincoln School, Sioux Falls
 Newkirk, Rachel, 817 W. 11th, Sioux Falls
 Rogers, Gertie Belle, 209 W. Second Ave., Mitchell
 Rossow, Ben O., 439 S. Western Ave., Sioux Falls
 **Royhl, Ella M., Franklin School, Sioux Falls
 Sanger, Thora Olive, 318 E. Fourth Ave., Mitchell
 Sell, Dora, Mark Twain School, Sioux Falls
 Stallman, Elsie, 203 S. Prairie Ave., Sioux Falls
 Van Tassel, Ardath, Longfellow School, Mitchell
 Venoss, Mabel P., General Beadle School, Sioux Falls
 Wagner, Ruth, 201 W. Second Ave., Mitchell

TENNESSEE

Adams, Howard, Neelys Bend School, Madison
 Allen, Mrs. Margaret, S. Arlington, Rt. 4, Nashville
 Anderson, Mrs. C. E., 2916 Dickerson Rd., Nashville
 Anderson, Esse L., 399 N. Garland, Memphis 4
 Arledge, Eliza, 2534 Blakemore Ave., Nashville
 Bailey, Mrs. Etta S., Lucy
 Bales, J. D., Elementary School, Soddy
 Barnes, Mrs. Zola, Rt. 3, Johnson City

Barret, Mrs. Reed, Arlington
 Barry, Mrs. Louise P., 3501 Byron Ave., Nashville 5
 Bateman, Mrs. H. I., Stratton School, Madison
 Bell, Darleen, Richland School, Nashville
 Bell, Gerald L., 2630 Washington Pike, Knoxville
 Bell, Nellie, 616 E. Brow Rd., Lookout Mountain
 Benson, Mrs. Edna B., Mooreland Heights School, Knoxville
 Benton, Lula, 304 Highland Ave., Jackson
 Biggs, R. O., Beaumont School, Knoxville
 Billingsley, Mrs. G. L., Donaldson School, Chattanooga
 Bland, Andrew B., 2195 Marble Ave., Memphis
 Borders, James W., Washington School, Kingsport
 Bower, Thomas C., Arnold Memorial School, Cleveland
 Boyd, Vera, 1842 Evelyn, Memphis
 Branch, Mrs. Martha, Lucy
 Brent, Mary, 207 Fairfax Ave., Nashville
 Brixey, Helon, 912 Walnut St., Knoxville
 Brown, Mrs. A. S., Murphy School, Nashville 4
 Brown, Julian C., Smith School, Chattanooga 3
 Buckner, J. L., 951 Texas St., Memphis
 Burkhardt, Mrs. Aline, Lockeland School, Nashville 6
 Burrow, Mrs. Rachel, Arlington
 Cage, Marie, Eakin School, Nashville 5
 *Campbell, Mrs. T. H., 286 W. Deaderick, Jackson
 Cardwell, Ross L., Corryton
 Cartwright, Priscilla, Taylor School, Memphis
 Cason, Mrs. Margaret F., Arlington
 Cate, Margaret, 307 N. 14th St., Nashville 6
 Catron, Mrs. Lena, 310 S. 11th St., Clarksville
 **Chenault, Robert N., Warner School, Nashville 6
 Clabough, Hugh C., 706 Mt. Vernon Circle, Chattanooga 5
 Cockran, Mrs. Adelaide, Rt. 2, Antioch
 Coe, Mrs. Rosia Patton, 1609 Holly St., Nashville
 Cole, O. C., 115 Pine St., Jackson
 Cooper, Mrs. E. C., Collierville
 Cowell, Grace, Sequoyah School, Knoxville 16
 Crittenden, E. L., 1560 Florida St., Memphis 9
 Curtiss, Merle, 163 Hurt St., Jackson
 Dance, Mrs. Loyd, Normandy
 Davis, W. B., Williams Ferry Rd., Nashville 6
 Dean, Dorothy, Collierville
 Deen, Pearl, Bruce School, Memphis
 Dodd, Herbert R., Cedar Hill School, Oak Ridge
 Downer, Mrs. E. M., 308 E. Clinch Ave., Knoxville
 †Duyck, I. W., Oakwood School, Knoxville
 Emerson, Don N., Elementary School, Franklin
 Englert, Mrs. E. B., 2110 Waters Ave., Nashville 6
 Erranto, J. W., Tarbox School, Nashville 4
 Field, Mary, Centerville
 *Forrest, Bertha, 1162 Peabody, Memphis 9
 *Fry, Elouise W., Dan Mills School, Nashville 6
 Furney, Charles P., 467 East Dr., Oak Ridge
 Galloway, Donnell M., Park City-Lowry School, Knoxville
 Gandy, Sarah B., Rt. 3, Box 252, Memphis
 Garrison, Harrell E., George Peabody College for Teachers, Nashville 4
 Gibbs, Lacy, Leoma
 Gilliam, Mrs. Norris, Goodlettsville
 Goforth, Douglas, Box 385, Tracy City
 Greene, Zella Mae, 911 W. Hill Crest, Johnson City
 Griesbeck, Joseph G., Jr., Riverside School, Memphis
 Griffin, Mrs. Horace, Arlington

LIST OF MEMBERS

(Tennessee) 319

Grimes, Edith, 901 N. 16th Ave., Nashville
 Groomes, Stella Mae, 414 N. 16th St., Nashville 6
 Grubb, Mrs. Muriel C., 1000 Dodds Ave., Chattanooga 4
 Gruber, R. F., Rt. 2, Smyrna
 *Ham, M. Lucile, 1957 Lyndale Ave., Memphis
 Hardy, J. H., 510 Owen St., Knoxville 15
 Harris, E. H., Baxter School, Nashville 6
 Harvey, Mrs. Lavona S., Rt. 1, Lenoir City
 Hatley, Guy, 1100 Eastdale, Nashville 6
 Haynes, Mrs. Clara P., 609 Houston St., Chattanooga 3
 Hemdon, Florence S., Gateway and Granny White, Nashville
 Hinton, Janie, James School, Eads
 Hogle, Elizabeth B., 2301 Elliston Pl., Nashville 5
 Homan, Janie, 105 Ridgeside Rd., Chattanooga 4
 Honsborough, Lucile, 746 Georgia, Memphis 5
 Hooper, Anna E., 1311 Clay St., Nashville
 Hornaday, W. O., 237 S. Seminole Dr., Chattanooga 4
 Hovious, Mrs. Mary, 2511 Natchez Trace, Nashville 5
 Hurt, Frances, McCann School, Nashville 9
 Hurt, Ruth, 134 Carlise Hall, Oak Ridge
 Hyder, Alice, Riverview Rd., Elizabethton
 Hyder, Gretchen, East Tennessee State College, Johnson City
 Isom, Mrs. Inez, 4008 Granny White Rd., Nashville
 Jahn, Erich W., Lookout Mountain
 James, Mrs. Jack, Joelton
 Johnson, Mrs. Iris H., Elementary School, Powell Station
 Johnson, Margaret, 1743 Galloway Ave., Memphis
 Johnson, W. C., Kirkland Avenue School, Chattanooga 10
 Jones, Mrs. Bertha, Wade School, Nashville
 Jones, Eunice, Clemons School, Nashville 4
 Key, G. A., Orchard Knob School, Chattanooga 4
 Leath, Mary, 1179 Faxon, Memphis 7
 Leavell, Dr. Ullin W., Prof. of Educ., George Peabody College for Teachers, Nashville
 Lester, Mrs. Nancy Cooke, Rt. 2, Box 147, Memphis
 Lett, Howard C., Elementary School, Dyer
 Little, Mrs. Lillian Hannah, Robertson Academy, Nashville
 Lotspeich, Mrs. Ethel W., 176 S. Crest Rd., Chattanooga
 *Loy, H. G., Gibbs Avenue School, Corryton
 Matkey, Pearl, Cummings School, Memphis
 Mathis, Mrs. G. C., 2607 Oakland Ave., Nashville 4
 May, Mrs. Amanda B., Park Avenue School, Nashville 9
 McBee, Floyd T., Rt. 3, Concord
 McGehee, Charlie Irene, Robert E. Lee School, Paris
 McGehee, W. Ross, Glenwood School, Oak Ridge
 Merriwether, M. D., 808 N. Hays Ave., Jackson
 Miller, Mrs. Jonnie M., 605 Garden Ave., Knoxville 18
 Miller, Lola, High School, Van Leer
 Montague, Annie L., 126 Woodrow St., Jackson
 Morrison, M. L., Bruce High School, Dyersburg
 Moss, Martha, Ross School, Nashville
 Murphy, Mrs. Mary E., 1087 Walk Pl., Memphis 6
 Nicholson, W. S., 228 Canster St., Knoxville 16
 O'Neal, Robert, Howell School, Clarksville
 Orr, Robbie, 1800 Jefferson St., Chattanooga

Owen, Mrs. P. M., Dunbar School, Johnson City
 Farham, Mary E., Buena Vista School, Nashville
 Parker, Hilary D., Linden School, Oak Ridge
 Parkinson, Rose, Gordon School, Memphis 7
 Parks, Mrs. Ruth R., Elementary School, Antioch
 Parks, Mrs. Sadie, Hamilton School, Nashville
 Pate, Florence, 1867 Rainbow Dr., Memphis 7
 Patterson, Frances, Donelson
 Patterson, W. C., Malesus
 Patton, Mrs. Irene H., Henry School, Chattanooga
 Pedigo, Mrs. Lillian A., Vestal School, Knoxville
 Plummer, Lois D., Sunset Gap School, Newport
 Powell, Mrs. Kathryn, 1537 Peabody, Memphis
 Powers, Mrs. Ross, Dandridge
 Rawls, Flora, State Training School, Memphis
 Reeves, Mrs. W. E., Crichtow School, Murfreesboro
 Richardson, Eleanor, Maury School, Memphis 7
 Richardson, Julia Ruth, East Brainerd School, Chattanooga
 Ridgway, Mrs. Caroline H., 921 Madison St., Clarksville
 Roberts, Dewey W., Heiskell School, Knoxville
 Robinson, Lavinia, 1700 Riverside Dr., Nashville 6
 Robinson, Lessie Mai, Bell School, Dyersburg
 Robinson, W. T., Carpenter School, Chattanooga
 Rochelle, J. H., Box 64, Ripley
 Roland, H. I., Bartlett School, Bartlett
 Rudisill, Zelia I., 1571 Humber St., Memphis 6
 Sanders, Mary, 1481 Rosemary Lane, Memphis 4
 Sandusky, Evelyn, Lincoln School, Kingsport
 Saunders, Mrs. La Verne, 3688 Jackson Ave., Memphis
 Seay, Robert, Burton School, Nashville
 Sebralla, Edna, 1756 Carr Ave., Memphis 4
 Sevedge, Mrs. Katherine B., Oakville School, Oakville
 Shelton, Mrs. Lois, Brunswick
 Signaigo, Katherine, Normal Park School, Chattanooga 5
 Simmons, Winton, Treadwell School, 920 N. Highland, Memphis 12
 Simpson, R. J., Murfreesboro
 Sims, Iva, 1715 Hays St., Nashville
 Sliger, I. T., 2821 Magnolia Ave., Knoxville 15
 Smith, Mrs. Mary M., 623 Vine St., Chattanooga 8
 Southall, Dr. Maycie K., George Peabody College for Teachers, Nashville 4
 Staggs, Hannah E., Crestview
 Sterling, Nancy, 229 Elmwood St., Knoxville
 Sugg, Mrs. Martha H., Westover Dr., Nashville 5
 Sweeney, H. F., 1423 Eastland Ave., Nashville
 Talley, Lucile, 1904 Fatherland St., Nashville
 Tate, W. M., Dupont School, Old Hickory
 Taylor, H. D., Clarkrange
 *Terry, Roy B., 306 Clifton Hills, Chattanooga
 Thomas, R. Lee, Dir. of Elem. Schools, 228 Memorial Bldg., Nashville 3
 Thrasher, J. A., Livingston
 Trimble, Mrs. Ina, 2813 Blair Blvd., Nashville 5
 Trotter, F. H., 125 N. Seminole Dr., Chattanooga
 Turner, T. O., Hill School, Memphis 5
 Underwood, R. H., 720 Parkway Ave., Fountain City
 Vaughan, Mrs. Alynne J., Rt. 6, Nashville 9
 Walker, Elenora, Board of Education, Chattanooga

Walker, Mrs. Margaret L., Christine School, Memphis 7
 Wallace, Elizabeth H., 162 E. Webster, Memphis 5
 Welcker, Annette, West View School, Knoxville
 Wells, Word, Volentine School, Memphis
 Williams, Mrs. Johnetta K., Ft. Cheatham School, Chattanooga 7
 Winton, Ruth, Petros
 Woodard, Dorothy, 323 Georgia Ave., Chattanooga 3
 Woody, James E., 108 Cherry St., Mt. Pleasant
 *Woolard, Mrs. J. W., 1226 17th Ave. S., Nashville
 Wright, Mrs. Charles, Sunnyside School, Chattanooga 4
 Young, Mrs. Irene L., 4801 Utah Ave., Nashville 5

TEXAS

*Adkins, Mrs. Teeny D., Box 411, Refugio
 Allen, Mrs. H. B., Jr., Northside School, El Campo
 Allen, Hollis H., Reinhardt School, Dallas
 Allen, T. G., Elizabeth School, Corpus Christi
 Allen, Mrs. T. R., Box 235, Aransas Pass
 Allen, Wilma, 4721 Red River, Austin 22
 Allison, Mrs. Louise F., Rt. 2, Plainview
 Anderson, Mrs. Amelia B., 3901 Van Buren St., El Paso
 Andrews, J. O., 5100 El Campo, Ft. Worth
 *Andrus, H. McKee, Rosenberg School, Galveston
 Anthony, J. M., Fair Park School, Abilene
 Antwine, Ethel, Box 272, Alvarado
 Appling, Mrs. Kate M., Prairie Lea
 Archer, Mrs. W. T., 4427 Airline Dr., Houston
 Armstrong, Alma M., Travis School, Corsicana
 Armstrong, Mrs. Eva, Rt. 1, Alvin
 Armstrong, J. H., 900 E. Main St., Kilgore
 *Arnold, E. E., 419 University Ave., San Antonio 1
 Arrendondo, Mrs. C. M., 610 Garza, Del Rio
 Ashberry, Mrs. Willie F., 1216 Dey St., Dallas 10
 Ashburn, Katherine, Sagamore Hill School, Ft. Worth
 Austin, Frank D., Box 1309, Port Arthur
 Bain, W. A., Laidlaw Bros., Dallas
 Baird, Delila, Box 121, Rotan
 Baker, F. R., Olney School, Olney
 Ballew, Jim O., 1142 Hickory St., Abilene
 Banks, Lucy, 622 W. Agarrta, San Antonio
 Barnett, Thomas Fred, Austin School, Wichita Falls
 Barrow, Mamie Dell, 2101 Willow, Austin
 Barton, Mrs. Ruth, Rt. 2, Box 10, Wellington
 Bates, Kyle K., Box 490, Kilgore
 Bean, Mrs. Vera, 85-A Washington St., Orange
 Beane, Robert D., Sr., Co. Supt. of Schools, Edinburg
 Becker, Eugenia, Cockrell Hill School, Dallas
 Bell, Mrs. Kate A., 4368 Blodgett, Houston
 Bell, Nonie L., Carr School, Dallas
 *Benthul, Herman F., 613 S. Palace Ave., Tyler
 Berry, Esther M., 1409 Taylor St., Wichita Falls
 Bevis, R. E., 628 S. 12th St., Waco
 Bird, Nettie, 2023 Mitchell, Waco
 Blackman, Mrs. Clara B., Box 494, Kingsville
 Blackwell, Mrs. Hazel V., Austin School, Weslaco
 Blanton, J. H., 405 W. Pylon, San Antonio 4
 Blasingame, C. T., Austin School, Corpus Christi
 Bobbitt, Hubert L., Rt. 5, Longview
 Boone, Mamie E., 132 E. 12th St., Dallas 8
 Boren, Gladys, Arcadia Park School, Dallas
 Boren, J. F., Valley View School, Abilene
 Bosse, Mrs. Edyth R., 227 N. Rosemont, Dallas 11
 Boston, J. M., Roscoe

Boucher, C. H., Ward School, Karnes City
 Boutte, Mrs. Libbie P., 2302 Dowling St., Houston 4
 Bowden, M. G., Wooldridge School, Austin
 Bowen, Mrs. Lois, Magnolia School, Beaumont
 Bowles, D. Richard, 1503 Newfield Lane, Austin
 Boyles, Oia E., 807 Fairmont St., Amarillo
 Boyles, Mrs. Reba S., 3201 Oakdale, Houston
 Bradford, W. T., 3208 Mt. Vernon, Ft. Worth
 Bradshaw, Pauline, Lamar School, Port Arthur
 Brand, Erwin, South Gate School, Corpus Christi
 Brashers, Mrs. Jummie Tyler, Darrell School, Dallas
 Brechen, R. E., 130 12th St. S.E., Paris
 Bridwell, Myrtle, 4009 Avenue G, Austin 22
 Bright, J. B., 211 Forest Ave., Cleburne
 Bronstad, Millie, Clifton
 Brown, Caroline H., 939 E. Mistletoe, San Antonio 2
 Brown, Mary Alice, Box 85, Velasco
 *Buck, Cecil E., 2414 Sixth St., Lubbock
 Buck, J. T., Evans School, Corpus Christi
 Budd, Harrell, 6210 Reiger Ave., Dallas
 Burk, Percy B., Gaston School, Jonerville
 Burk, V. C., 32 Vaughn Dr., Houston
 Burke, Margaret E., 720 W. Poplar St., San Antonio
 Burkett, Mrs. L. R., Box 342, Haskell
 Burks, Mrs. Betty Mae, Box 385, Rice
 Buttz, J. Marshall, Box 337-A, Rt. 2, San Antonio 1
 Caradine, Jane C., 1735 Marshall St., Houston
 Carl, Geneva, 3345 Wichita, Houston
 Carlson, Mrs. Nils, Lyford
 Carraway, Alleen, 724 W. First Ave., Corsicana
 Carrell, Mrs. Jesse, Box 378, La Marqua
 Catledge, Faye, John Henry Brown School, Dallas
 Cawyer, J. A., 219 E. Park, Orange
 Chambliss, S. W., Ogdens School, Beaumont
 Chapman, L. L., Highland Park School, Texarkana
 Chrisman, Julia, 3030 Willing, Ft. Worth
 Clark, Mrs. John, Rosebud
 Clay, S. C., Box 1509, San Angelo
 Clayton, Mrs. W. G., Columbus
 Clifton, H. Lee, Supt. of Schools, Falfurrias
 Clover, Vida N., San Juan School, San Juan
 Coates, Grady L., Box 55, Terrell
 Cobb, Mrs. Sallie E., Bruni
 Collier, Mrs. Villa, 201 W. Huff, San Antonio 4
 Cookenboo, Daisy, 2002 Brun St., Houston 6
 Cooner, Mrs. Naomi B., General Delivery, Rochester
 Couch, Mrs. O. D., Looscan School, Houston
 Coughran, Stanley, Pleasanton
 Cowley, Herman, Richard Lagow School, Dallas
 Cox, John H., Bonner School, Tyler
 Crabtree, Elizabeth, Stephen F. Austin School, Grand Prairie
 Cramford, Mrs. Mildred, 303 Western Ave., Orange
 Crews, Rachel M., Grapevine
 Crockett, Pearl, 3917 Trowbridge St., El Paso
 Culwell, Myrtle, 2317 Ashland, Ft. Worth 7
 Cunyus, George G., James Bowie School, Dallas
 Cypfers, E., 315 Calloway, Marshall
 Daniel, Maud C., 2425 McFerrin, Waco
 *Darnell, W. L., Zavala School, Austin
 Davidson, Violet B., 1109 Polk St., Amarillo
 Davis, J. M., DeQueen School, Port Arthur
 Davis, Preston E., Box 82, Denver City
 Davis, S. B., Travis School, Corpus Christi
 Day, Mrs. James B., Box 153, Rotan
 Delany, F. M., 1500 Singleton, Dallas 4
 *Dent, Charles H., 6759 Avalon St., Dallas
 Doerr, Marvin F., Box 275, New Braunfels
 Doty, Mrs. R. E., Montrose School, Houston
 Douglass, Mrs. Louise, 1918 Rosewood St., Houston 4

- *Duke, Ralph L., 244 N. Magdalen St., San Angelo
 Durrett, W. P., Winnetka School, Dallas
 Eaton, Mrs. Fronia S., 538 W. Agarita, San Antonio 1
 Eldredge, Mrs. Louisa M., 2218 Tangley Rd., Houston
 *Emig, Dorothy, 2930 Lebanon, El Paso
 Eppler, Mame, 2325 Lipscomb, Ft. Worth
 Eney, Fred G., Colonial School, Dallas
 Erwin, Gale, Box 1885, Odessa
 Farley, C. A., Merkel
 *Farrar, J. Curtis, 209 E. Van Weck St., Edinburg
 Farrar, W. W., 300 N. Reynolds St., Alice
 Festherston, Ben, Grade School, Big Lake
 Ferguson, Virgil W., South Park School, Beaumont
 *Fertsch, L. M., Rt. 5, Box 211, Austin
 Fisher, G. N., 3540 Avenue E, Ft. Worth
 Forsyth, Norma, Austin School, Marshall
 *Foster, A. N., Sul Ross State Teachers College, Alpine
 Foster, Inez, 106 Brittany Dr., San Antonio 2
 Frankclow, Trannie, Elementary School, Navasota
 Fronbarger, Elva, Box 357, Canyon
 Fultz, A. D., Ward School, Floydada
 *Gamill, James R., 2218 Eighth St., Lubbock
 Gardner, Maurine, East Ward School, Carrizo Springs
 Gatter, James W., General Delivery, Sander son
 Garrett, Major T., Box 521, Goose Creek
 Gatewood, Gordon, Box 581, Tulsa
 Germany, John L., San Jacinto School, Galveston
 Gibbons, J. L., Box 871, Gladewater
 Gibbs, Lida, 1501 Shafter St., San Angelo
 Gibson, Louise, Travis School, San Antonio
 Gibson, Weldon, Lamar School, Corpus Christi
 Gill, Matthew B., 1900 Carroll St., Beaumont
 Gilley, Mollie Jim, 1812 Rosedale, Houston
 Gilmore, J. E., 3522 Ponderosa St., Dallas
 *Glass, Nina B., Sanger School, Waco
 Glazener, S. M., Sanger School, Dallas
 Glimp, Mrs. Isie T., 417 E. Locust St., San Antonio
 Gooden, J. E., 3254 Berry Ave., Houston 4
 Gordon, Fred, Box 96, Olton
 Grady, Annie, 202 W. Rio Grande, El Paso
 Grady, Margaret, 5403 Gaston St., Dallas
 Grahm, W. S., Lamar School, McAllen
 Grant, Boston P., 117 S. Comanche St., San Marcos
 Graves, Harold, 4078 Hampshire Blvd., Ft. Worth 3
 Gray, Z. B., West Main School, Uvalde
 Green, E., Box 14, Liberty
 Green, O. Harlos, 2118 N.W. 23rd St., Ft. Worth
 Greene, P. H., Supt. of Schools, Webster
 Greenwood, Mrs. Louise T., 602 Park Ave., Orange
 Griffin, Modene, South School, Elgin
 Griffin, W. O., Drawer 27, Waco
 Guzzard, Mabel Yourec, 711 W. Main St., Waxahachie
 Gross, Homer R., Sam Houston School, Edinburg
 Grove, Charlotte, 2020 Carleton, Ft. Worth
 Guerry, Royce H., Morningside School, Ft. Worth
 Gultedge, W. D., 326 Jeannette St., Abilene
 Gustavson, Ruby, Box 1374, Kingsville
 Guy, Mrs. Irma B., Kirbyville
 Hall, Susan J., 407 Parland Pl., San Antonio 2
 Hamilton, Lottie M., 1434 New York Ave., Ft. Worth 3
 Hamilton, William A., City Park School, Dallas
 Hardy, J. E., Rt. 1, Box 398, El Paso
 Hargrove, Mrs. Edna M., 1514 W. Alabama St., Houston
 Harris, Dorothy Mae, Box 85, Overton
 Harris, John P., 3520 Normandy St., Dallas 5
 Harris, Lucille, 20 S. Emerson, San Angelo
 Harris, Robert, Furman School, Corpus Christi
 Harris, Viola, Martin School, Robstown
 Hartt, Mrs. A. U., Lovelady
 Harvey, A. D., Box 1255, Kingsville
 *Harvin, Mrs. R. R., 32 North Street Sta., Nacogdoches
 Haynes, Ida, 301 E. Brown St., Innis
 *Haynie, W. P., East Ward School, Berger
 Head, Mrs. Frances, Box 212, Grand Saline
 Helmer, H. A., 717 Cherry St., Graham
 Heilig, Irma R., 119 Page Dr., San Antonio
 Hemphill, Floyd A., Margaret Willis School, Amarillo
 Hencarling, Paul, 1005 13th Ave., Port Arthur
 Higgins, Annie, 916 W. Mistletoe, San Antonio 1
 Higgins, Gertrude, 1015 N. Florence Ave., El Paso
 *Higgins, Stella, 916 W. Mistletoe, San Antonio 1
 Hill, Ishmael, Dir. of Elem. Educ., Lubbock
 *Hill, J. Fritz, 2601 Evans Ave., Ft. Worth 5
 Hill, Lennon, 2207 28th St., Lubbock
 Hines, Carl J., 3908 Wilder St., Dallas 15
 Hodges, Lucian E., Sam Houston School, Demson
 Hoffman, H. G., East Van Zandt School, Ft. Worth
 Hulcomb, Mrs. Mae, Trenton
 Holland, Herman L., Frazier School, Dallas 10
 *Holman, Sarah, 1505 W. Park Ave., Corsicana
 Hood, John N., Rt. 3, Box 184, Houston
 Hooker, Mrs. Emily, St. Anthony Hotel, San Antonio 6
 Hopper, B. P., Highlands
 House, J. T., Stonewall Jackson School, Denton
 Howell, Natha, 2405 Pearl Ave., Ft. Worth
 Hubach, Mrs. Elizabeth H., Box 1245, Edgewood
 Hudson, D. R., 505 N. E. Sixth Ave., Mineral Wells
 Huff, Mrs. Beula, 1563 W. Fifth Ave., Corsicana
 Huff, Dr. Z. T., Howard Payne College, Brownwood
 Huffman, Mrs. Margaret P., South Marshall School, Marshall
 Hughes, J. Lyndal, Supt. of Schools, Tahoe
 Hunter, E. L., Horace Mann School, Amarillo
 Hurley, Forrest, Riverside School, Ft. Worth
 Hurst, A. S., Giles School, Beaumont
 Immon, Ethel, 600 S. Sloan Ave., Kerens
 Isham, Opal, Box 96, Aransas Pass
 Jackson, C. J., 600 W. Grand, Berger
 *Jacobs, R. C. T., 6419 Velasco Ave., Dallas 14
 *Jacquet, J. Martin, 938 E. Terrell Ave., Ft. Worth 3
 Jameson, Mrs. Naomi, 2912 Savannah, El Paso
 Jarrott, R. A., 2012 McGregor St., Waxahachie
 *Jay, Ike W., Alta Vista School, Abilene
 Johnson, Ruth E., Box 893, Alamo
 *Johnson, W. L. D., 2415 Dowling St., Houston 4
 Johnston, E. D., Preston Hollow School, Dallas
 Jones, Carroll R., George West
 Jones, Charles L., 4515 Rosedale Ave., Austin 21
 Jones, Gerald A., Lubbock School, Houston
 Jones, Ruby M., 927 N. 17th St., Waco
 *Jones, Verma, 2247 Bartlett St., Houston 6
 Jordt, Elsie B., 318 Maverick St., San Antonio
 Jorgensen, Mrs. Wilma P., Bonner School, Houston
 Kane, S. D., 1823 Nolan St., San Antonio 2
 Kantz, Paul T., Box 248, New London

- Keeble, Millicent, 2100 Park Pl., Ft. Worth 4
 Keeney, Mabel, 2931 Aurora St., El Paso
 Kelley, H. M., Route 2, Comanche
 Kelly, Miss Jo, 2010 Lee Ave., Ft. Worth
 Kennerly, Mrs. Jack S., 405 Pine, Orange
 Keyes, Virgil N., Crane School, Crane
 Kiker, Bernice, 506 W. 12th St., Austin
 King, Electra D., 935 Pizer St., Houston
 Kloss, Ellen, Belleville
 Kollman, Lucille, 1103 W. Seventh St., Taylor
 Koon, J. Pope, Box 414, Cleburne
 Koonce, Edwin, Jasper
 Koonce, H. A., Houston School, Corpus Christi
 *Lamb, H. L., Grim School, Texarkana
 *Lamb, Jack J., 4007 Rosedale Ave., Austin
 Langford, Mrs. Jane, 1808 Newning, Austin
 Langford, M. L., Crossley School, Corpus Christi
 Lauderdale, Robert D., 685 Palm Ave., Beaumont
 Leatherwood, Mrs. Rosa, 211 Spring St., Palestine
 Lee, R. B., 1802 Sixth St., Brownwood
 Lee, R. C., Box 347, Henderson
 Lewis, A. B., Box 78, Reagan
 Lewis, Lurline, Pennsylvania School, Beaumont
 Linn, Josephine, Colburn School, Orange
 Liston, Leslie C., 623 Bismark St., Seguin
 Livingston, T. B., Box 146, Seminole
 Lloyd, Jessica, 515 College Ave., Ft. Worth
 Lloyd, S. M., 6126 Golind St., Dallas
 Loeffler, H. W., 1322 Hicks Ave., San Antonio 5
 Logan, Mrs. M. I., 1153 E. Rosedale, Ft. Worth 3
 Loos, Alfred John, 1615 Garden Dr., Dallas
 Loyd, R. F., East Hooks School, Hooks
 Lux, Clara, 1326 S. Fifth St., Waco
 Mabrito, Dona, 217 S. Zarzamora, San Antonio
 Maeker, Mrs. Catherine, Scott School, Flatonia
 *Malone, J. B., 3703 Speedway, Austin 21
 Manney, Darrell, 1017 Hedgecake St., Borger
 Martin, F. A., Hirsch School, Corpus Christi
 Martin, Howard H., Roger Q. Mills School, Dallas
 Martin, Jack L., Cullen Grimes School, Mineral Wells
 Matthews, Mrs. Ruth, Winkler School, El Paso
 Matthews, Ben A., Rosemont School, Dallas 11
 Matthews, Dr. J. C., Dean, School of Education, North Texas State College, Denton
 Matthews, Mrs. Lucy Mae, 2127 Saunders Ave., San Antonio 7
 Mayberry, Mrs. Mary H., Letot School, Dallas
 Mayhall, Temple B., 3300 Harris Park Ave., Austin 21
 McCarty, Barney W., 3601 Govalle, Austin 22
 McConoghy, Mrs. Hazel, 1642 W. Craig Pl., San Antonio 1
 McCord, T. G., 3125 Yamparika, Vernon
 McDade, J. C., 2120 Hutchins St., Houston 3
 McDaniel, B., Supt. of Schools, Denison
 McDavid, Finis E., Houston Street School, Kilgore
 McDermand, Esther, Fletcher School, Beaumont
 McDonald, Donald, Box 136, Beeville
 McFarland, Adaline, 25 Courtlandt Pl., Houston
 McGhee, Mildred, Phillips School, Phillips
 McManus, Mrs. Mabel, 420 S. Maxey, Sherman
 McMillan, Joseph, 2308 Jordan St., Dallas
 McWhirter, Mrs. Margaret S., Box 106, Webster
 McWilliams, Alyce, Box 672, Beaumont
 Meek, Mrs. Florence A., 3702 28th, Port Arthur
 Meek, J. Aaron, Sam Houston School, Pampa
 Melear, Grace, 1618 N. 15th St., Waco
 Mikulenska, Mrs. L. J., Box 613, Rosenberg
 Miller, Gladys, 603 Eighth Ave., Ft. Worth 4
 Miller, Jacksey, 515 W. Elmira St., San Antonio
 Miller, Mrs. Paul B., Rt. 2, Box 487, Houston
 Miller, Richard V., Box 214, Hooks
 Miller, Ruby L., 1064 E. Rosedale, Ft. Worth 3
 Miller, Sarah C., 1119 Polk St., Amarillo
 Mitchell, C. Clyde, Central School, Texarkana
 Mitchell, Don L., 1711 E. Lawrence St., Tyler
 Mitchell, Mrs. Nan J., Southside School, San Marcos
 Mohle, Dr. Charles B., 126 Santa Fe Dr., Houston 12
 Montgomery, W. E., 214 North Dr., San Antonio 1
 Moon, Mrs. Walter, Box 32, Minden
 †Moore, C. L., 1704 E. 14th St., Austin 22
 Moore, Mrs. E. K. Adams, Longview
 Moore, J. H., 901 W. Grand Ave., Marshall
 Morris, Wallace M., 522 E. Polk St., Harlingen
 Morse, Mrs. Alberta, 4011 Trowbridge, El Paso
 Mosely, Mrs. R. J., 3206 E. Alabama, Houston 4
 Moses, Elsie, 3220 Hardeman St., Ft. Worth 4
 Moynahan, Bess, 340 Mary Louise Dr., San Antonio
 Moynahan, Ruth, 340 Mary Louise Dr., San Antonio
 Muse, E. W., 124 N. Edgefield St., Dallas
 Namendorf, Lavina, 902 Redan, Houston 9
 Napper, Mrs. Gertie M., Box 783, Alamo
 Nash, Bess S., 728 Peck Ave., San Antonio 4
 Nation, R. W., 3828 El Campo, Ft. Worth
 Neal, Elma A., 141 Lavaca St., San Antonio 3
 Neighbors, Mrs. Alice, 935 Waverley, San Antonio
 Newsom, H. A., 500 E. 42nd St., Austin 22
 Nicholls, Mrs. Willie J., 516 E. Euclid, San Antonio 2
 Nichols, Dr. Claude Andrew, Southern Methodist University, Dallas
 Norman, Noble T., 2215 Aster St., Ft. Worth
 Notley, Mrs. Connie E., Box 478, Lockhart
 Notley, Llewellyn, Supt. of Schools, Teague
 Nuckols, B. R., Baker School, Pampa
 Odom, J. N., 1423 S. Eighth St., Waco
 Olcott, Mrs. Charles T., Ogden School, Beaumont
 Orr, Louise, 925 Crockett St., Amarillo
 †Otto, Dr. Henry J., University of Texas, Austin
 Parr, J. B., Menger School, Corpus Christi
 Pass, S. E., 1025 Meander St., Abilene
 Passmore, Bernard, Box 1957, Vernon
 Paulus, Marjorie, 405 Wiltshire, San Antonio 2
 Payne, Mrs. Bertha S., 536 Harvard, Houston
 Pemberton, H. B., Jr., 3707 State St., Dallas 4
 Penick, L. B., Box 254, Lefors
 Perkins, Mrs. Joseph M., State Board of Education, Eastland
 Peters, Mrs. Charles F., 701 Drexel Ave., San Antonio
 Pevehouse, Mrs. C. D., Corsicana
 Phillips, Mrs. H. D., Maud
 Phillips, Lillian, 3530 Tularsa, El Paso
 Phoenix, Portia, 1907 New York Ave., Austin 22
 **†Pierce, Dr. Thomas E., Vice-Pres., Dept. of Elem. School Prin., Natl. Educ. Assn., Box 3771, Texas State College for Women, Denton
 Piland, Effie, 700 Willow, Beaumont
 Pinkney, Mrs. O. B., New Boston
 Plumper, Leon C., Oak Park School, Corpus Christi
 Polk, Mrs. G. N., 623 W. Fourth St., Freeport
 Polk, K. B., 1721 McCoy, Dallas 4
 *Pool, Helen, 2495 Cable, Beaumont
 Porter, E. T., Leverett's Chapel School, Overton
 Prichard, Paul, 1009 N. Stanton, El Paso

Prine, Irene, 2517 W. Ninth, Corsicana
 Pumphrey, Jessie Lee, 506 E. Pearce St.,
 Goose Creek
 Purl, Anne, 510 W. 12th St., Georgetown
 Quarles, Mrs. Eloise K., 2711 Fort Ave., Waco
 Quibedeaux, Mrs. Marguerite M., Davy
 Crockett School, Galveston
 Rau, Florence, 38 W. Harris, San Angelo
 Reagan, G. H., 1910 Mayflower St., Dallas
 Reaves, Mrs. Grace, Box 124, Iowa Park
 Reed, H. Garland, Pleasant Mound School,
 Dallas
 Rhodes, Mrs. Reuby S., 1913 13th St., Lubbock
 Rice, B. B., Box 1171, Conroe
 †Rice, F. R., Blackshear School, 1712 E. 11th,
 Austin 22
 Rich, Allye, 2104 Hill Crest, Ft. Worth
 Rich, Ruth, 604 E. 16th St., San Angelo
 Richter, T. H., Box 302, Pearsall
 Ricketts, Lonnie E., 2201 Mesquite, Vernon 2
 Riddle, Marie Sue, 1618 N. 15th St., Waco
 Ripple, Elsie Janis, 502 W. Seventh St., Taylor
 Robbins, Mrs. Roy, Bryant School, Sherman
 Robertson, Mrs. Pearl, 510 S. Spring Ave.,
 Tyler
 Robinson, H. G., Box 103, Panhandle
 Robinson, Marguerite A., 215 Parklane Dr.,
 San Antonio
 Robnett, C. S., Marsh School, Tyler
 Rogers, R. E., 424 Fay Ave., South San
 Antonio
 Roper, Irl, West Columbia
 Rorie, George C., 3536 McFarlin, Dallas
 Rowland, Roy H., Goose Creek
 Russell, Harvey D., Union Grove School,
 Gladewater
 Saenz, A. N., Box 544, Benavides
 Sauer, Elsie, Elementary School, Brackettville
 Sanderson, J. C., 810 Cage St., Houston 10
 Savage, Mrs. Ivy G., 2203 28th, Lubbock
 Scalforn, Mrs. T. N., 301 E. Brown St., Fnnis
 Schaper, Mamie Elsa, 1615- Washington Ave.,
 Waco
 Schmitt, Reuben, 2115 Cedar Crest Blvd.,
 Dallas 16
 Schnelle, Marvin C., Supt of Schools, Nord-
 heim
 Scott, Gladys, Franklin School, Hillsboro
 Scott, Mrs. Norma Linn, Box 266, Buffalo
 Scott, O. R., Box 397, Weslaco
 Seale, Louise, Elementary School, Livingston
 Sellers, Mary, James S. Hogg School, Dallas
 Sharp, Mrs. Gertrude M., 1020 Palm Blvd.,
 Brownsville
 Sheffield, N. M., 1125 Hickory St., Abilene
 Shelton, R. C., 1910 East Ave., Austin
 Shtrader, John H., Box 891, Baird
 Shulkey, B. C., 3245 Waits St., Ft. Worth 4
 Shumate, Zelpha E., 6536 Buffalo Speedway,
 Houston 5
 Sides, Wesley K., Palestine
 Silber, Mrs. Paul G., 1919 Cincinnati Ave.,
 San Antonio
 Simons, Gladys, Rt. 6, Box 543, Ft. Worth
 Singleton, Cecil A., 1015 E. Mulkey, Ft.
 Worth
 Smart, N. C., Junior High School, San Angelo
 Smart, Mrs. Stella, Averill School, Beaumont
 Smith, Mrs. Carrie Lou, Roberts School,
 Houston 5
 Smith, Clell R., 610 N. River, El Paso
 Smith, Ella J., 1316 Clover Lane, Ft. Worth
 Smith, G. S., 520 Lake Dr., Taylor
 Smith, George R., Elementary School, McKin-
 ney
 Smith, Mrs. Georgia R., 210 E. Carson St.,
 San Antonio 8
 Smith, Mrs. Pauline C., Box 394, Hemphill
 Smith, Dr. Raymond A., Box 278, Texas
 Christian University, Ft. Worth 9
 Smith, Weldon A., Heath School, Corpus
 Christi

Spann, Ida Mae, 1810 Lucille St., Wichita Falls
 Spradley, E. S., Tyrrell School, Port Arthur
 Spradling, W. L., 917 E. Pierce, Harlingen
 Sproul, Ora, 209 E. Harris St., San Angelo
 †Standish, Ella, 1722 Wroxtton Ct., Houston
 Stark, Helen V., 414 Florida St., San Antonio 3
 Steele, Helen C., 1601 S. Shepherd Dr.,
 Houston
 Stephenson, Zach T., Travis School, Houston
 Sterling, Randall F., Booker T. Washington
 School, Galveston
 Stewart, Mrs. Emaline O., Wilson School,
 Houston
 Stewart, Mrs. Malvin, Box 306, Huntsville
 Stigler, W. A., Banks Upshaw Co., Dallas
 Stoker, Dr. Spencer, Texas State College for
 Women, Denton
 Stovall, Panjane, 1204 Buck, Ft. Worth 4
 Strain, Lillian B., Hodges School, Ranger
 Stroud, Richard E., Maple Lawn School, Dallas
 Studley, Mrs. Hattie E., 382 Meredith Dr.,
 San Antonio 1
 Stulting, Mrs. Elsa G., Wharton School,
 Houston
 Swann, Alicia, 2931 Aurora St., El Paso
 Tarlton, J. F., 3627 Travis Ave., Ft. Worth
 Tarlton, O. A., 2100 Refugio St., Ft. Worth
 †Tatum, Robert T., 1965 Poplar St., Beaumont
 Taylor, Lamar, 1109 N. Stevens St., El Paso
 Taylor, W. R., 506 W. Acheson, Denison
 Taylor, William H., 18 E. Ave. G, San
 Angelo
 Thigpen, Zara V., 705 S. 12th St., McAllen
 Thomas, Josephine, Horace Mann School,
 Pampa
 Thomas, Lilla, 3031 Piedmont, El Paso
 Thompson, L. E., Box 611, Marshall
 Thompson, Vera, 657 S. Jennings, Ft. Worth
 Thurman, Stella, 2206 Seventh St., Lubbock
 Tribble, P. G., 122 S. Pleasant St., Hillsboro
 Trice, G. L., Lamesa School, Lamesa
 Trow, Mrs. Guy L., 2010 25th, Lubbock
 Truelson, Julius G., North Hi Mount School,
 Ft. Worth
 Tunnell, A. M., Van
 Turner, J. Frank, 4709 San Jacinto St., Dallas
 Turpin, Celeste, 2321 W. Rosedale, Ft. Worth
 Vanlandingham, Gerald D., Rt. 4, Weather-
 ford
 Vann, Mrs. Bess Ward, White Rd., San An-
 tonio 3
 Walden, C. C., 1523 Travis St., Amarillo
 Walker, Lloyd H., 709 Sabine Ave., Longview
 Walker, Mrs. Ollie P., 1806 Sacramento St.,
 San Antonio 1
 Waller, Kathryn, 809 Lilac St., Ft. Worth 4
 Walling, Bessie, Pilot Point
 Wallis, Albert A., 2615 Oakdale, Houston
 Walton, H. L., Douglass School, Dallas
 Washburn, C. W., 8022 Grafton, Houston
 Washington, Mrs. Leola D., Box 499, East
 Columbia
 Watts, Mrs. Tom, Akin School, Texarkana
 Watson, B. H., 1018 Fuller St., Houston 3
 Watson, H. J., Fisher School, Corpus Christi
 Weatherly, Eula Mae, Whitaker School,
 Texarkana
 Welch, Mrs. Shirley C., Rt. 5, Midway Rd.,
 Dallas 9
 Wells, John H., Sam Houston School, Denton
 West, Ruby, Agnes Cotton School, San Antonio
 Wheelless, Mayme, Lipscomb School, Dallas
 Whitaker, J. M., 3208 Richmond, El Paso
 Whitaker, Mrs. Nell, Cooley School, El Paso
 Whitehead, Wendell W., Savage School, Cor-
 pus Christi
 Whitman, Florence E., 2218 Caroline, Houston
 Whitmore, Mrs. Ruth R., 5002 Calhoun Rd.,
 Houston
 Whitmore, C. W., Goliad School, Galveston
 Wiggins, Louise, 900 Fogg St., Ft. Worth
 Wignall, Flavia, Anderson School, Orange

Wilbanks, Charles H., 4590 Magnolia, Beaumont
 Wilkinson, D. H., 515 E Jackson, Harlingen
 Wilks, Roy Edward, 1101 Hackberry St., Taylor
 Williams, Buford W., College Demonstration School, San Marcos
 Williams, Fred D., Starks School, Dallas 1
 Williams, Herman G., University Park School, Dallas 5
 Williams, Narbon B., 601 Texas St., Dallas 1
 Williams, Mrs. Versia L., 901 Bourline, Ft Worth 2
 Williamson, Sarah B., 219 E Dewey Pl., San Antonio 1
 Willford, H. E., 314 W 35th St., Austin
 Willis, Bonnie, Box 541, Wellington
 Wilson, Edgar Ellen, State Dir. of Elem. Educ., Austin
 †Wilson, Frank W., 509 N. Russell St., Pampa
 Wilson, Mrs. J. M., 221 Chilton St., Marlin
 Wilson, May, Box 32, Quanah
 Wilson, Mrs. Olga P., 1127 Los Angeles, El Paso
 Winniford, Mrs. May, 1801 Hatwell, Houston 3
 Winston, Mary Belle, 416 Vance St., Taylor
 Winthrop, Alice, 111 E Laurel, San Antonio 1
 Wiseman, Mrs. Pat, 803 Park Blvd., Austin
 *Woodard, John I., 2300 Tilden St., Wichita Falls
 Woodell, Zelda, Grapeland School, Grapeland
 Woods, Mrs. Mabel T., San Jacinto Hotel, Houston
 Woods, Quata, 7011 Filmore, Dallas
 †Wright, Mrs. Edith D., 2219 San Felipe Rd., Houston
 Wyatt, Mrs. Bella, Sam Houston School, Marshall
 Yerwood, Mrs. Beulah A., 1109 E. Terrell Ave., Ft Worth 3
 Young, Epsie, Box 620, Orange

UTAH

Adams, Golden, Central School, Layton
 Anderson, J. Lee, 1568 S. 13th E., Salt Lake City 5
 Ashman, Harold, Midvale School, Midvale
 Bailey, W. S., Box 195, Hyrum
 Ballam, O. L., Park School, Richmond
 Barton, George, South Jordan School, Rt 1, Midvale
 Baxter, Elwood, Rt 1, Box 333, Orem
 Bennett, Erma, Beaver
 Blair, Harold W., Rt 1, Box 808, Sandy
 Cash, Bennett, Union School, Rt 1, Midvale
 Christiansen, Leon F., Tremonton
 Christopherson, L. C., Garland
 Clark, Arthur O., 4578 S. Russell, Salt Lake City 7
 Coombs, H. Ross, Honeyville School, Honeyville
 Cooper, Henry R., 143 S Second W., Logan
 Crane, Alma E., 185 Vine St., Murray
 Crossgrove, Nell, 326 E South Temple, Salt Lake City
 Debbs, Philip W., 4812 Memory Lane, Salt Lake City 7
 Fisher, Ira M., Milford
 Frei, Clark, 875 E. Sherman Ave., Salt Lake City 5
 Goodman, Russell H., 1721 Garfield Ave., Salt Lake City 4
 Greenwell, Clifton C., 431 Ninth Ave., Salt Lake City
 Gubler, John G., 1229 E Whitlock Ave., Salt Lake City 5
 Gunderson, J. D., 128 S Third E., Brigham City
 Haan, Aubrey E., 1230 S. 20th E., Salt Lake City 5

Hale, Howard H., Box 42, Portage
 Hales, Lynn, Edison School, Salt Lake City 4
 Hammer, Mary M., 842 Coatsville Ave., Salt Lake City 5
 Hansen, Eva M., 29 S. State, Salt Lake City
 Hinckley, Mrs. Lois, 3595 S. 27th E., Salt Lake City
 Hollands, Estelle, 2766 Grant Ave., Ogden
 Hulet, Oscar J., Cedar City
 Jackman, Mark A., 6015 S. 13th E., Salt Lake City 7
 Jenkins, Joseph, Douglas School, 668 S 13th E., Salt Lake City 2
 Jensen, N. Howard, 35 N First W., Tooele
 Jessup, Sylmar G., Lewiston
 Jorgensen, H. W., West Jordan School, Rt 1, Midvale
 Keeler, Ralph, Draper School, Draper
 Kiser, Freda, 1452 E. 27th S., Salt Lake City 5
 Knowlton, George Q., Farmington
 Lemmon, C. C., 857 E Ramona Ave., Salt Lake City 5
 McBride, Mrs. Florence G., Polk School, Ogden
 *Merrill, Ray S., Elementary School, Pleasant Grove
 Metcalf, L. D., 1232 E 33rd S., Salt Lake City 5
 Morgan, Margaret E., 283 E South Temple, Salt Lake City
 Munns, Farrell A., Adams School, Logan
 Nielson, Harold W., Bingham Central School, Bingham Canyon
 **†Nielson, Lester J., Vice-Pres., Dept of Elem School Prin., Natl Educ Assn., 724 Windsor St., Salt Lake City
 *Nyman, Emil, 946 E 17th S., Salt Lake City
 Olsen, Marion J., 893 E Second S., Provo
 Pickell, Constance, 513 N Tenth W., Salt Lake City 3
 Poulsen, Frank G., 1521 S Ninth E., Salt Lake City
 Pyke, Mrs. Eva K., 171 First Ave., Salt Lake City 3
 Randall, E. Laura, 453 Washington Blvd., Ogden
 Rice, V. T., 1115 S Fourth E., Bountiful
 Roby, Mrs. Inez, 345 E Third S., Salt Lake City 2
 Ryberg, Edith, 1227 S 15th E., Salt Lake City 5
 Sanderson, Reed, Sandy School, Sandy
 Schroder, L. D., 1543 Michigan Ave., Salt Lake City 5
 Smith, James S., 5012 S. 22nd W., Salt Lake City
 Soderquist, Oscar, R. D., Delta
 Soelberg, Charles E., 1264 Westminster Ave., Salt Lake City
 Strate, Fred C., 550 N Sixth E., Provo
 Thompson, Burton M., 373 H St., Salt Lake City
 Thompson, N. K., Riverton School, Riverton
 Tobler, Ezra, 2271 S 20th E., Salt Lake City
 Waldron, Virgil C., Elwood School, Tremonton
 Walker, F. Earl, 2585 E Evergreen St., Salt Lake City 5
 Webb, Nathan H., 1311 E. Stratford Ave., Salt Lake City 5
 Williams, James R., Elementary School, Grantsville
 Williams, Margaret, 1954 S Ninth E., Salt Lake City 5
 Wrigley, Raymond B., 2149 Green St., Salt Lake City
 Worthen, Paul, 3240 S 23rd E., Salt Lake City
 Worthen, Vernon, St George

VERMONT

Bean, Francis I., Meldon School, Rutland

Bodine, Ruth B., 119 Spring St., Bennington
 *Burns, A. Viola, Lincoln School, Rutland
 Corcoran, Mary E., 47 East St., Rutland
 Cotey, Mrs. Margaret Sears, Converse School,
 Bennington
 Curtis, Mrs. Bessie M., 27 Linden St., Wood-
 stock
 Goodrich, Martha C., Green Street School,
 Brattleboro

VIRGINIA

Acton, Mrs. Virginia L., 200 N. View Ter.,
 Alexandria
 tAddair, Dr. Cornelia S., 3208 Hawthorne,
 Richmond
 Allen, Mrs. Sylvia D., Woodlawn School,
 Woodbridge
 Amoss, Catherine, College Apts., Salem
 Bagby, George F., 232 N. Greenbrier St.,
 Arlington
 Barnett, Mrs. Pearl F., 1700 Taylor St.,
 Lynchburg
 Bauserman, James E., 102 W. Cameron Rd.,
 Falls Church
 Beale, Elizabeth, 1128 N. Stuart St., Arlington
 Benson, Virginia, Sherman School, McLean
 Bernard, Mrs. Mary D., 429 Washington Ave.
 S. W., Roanoke 16
 Beley, Elma, Rt. 2, Alexandria
 Bewerley, Mrs. F. C., Whitnell
 Bibb, Mrs. E. K., 506 Moore St., Bristol
 Bleight, W. Carter, Chimborazo School, Rich-
 mond 23
 Booker, Sylvester C., 3314 Henrico Pike, Rich-
 mond 22
 Bowes, P. E., John Marshall School, Newport
 News
 Bowles, Mrs. Sarah, Kents Store
 Boyd, Mrs. Esdelia Gunn, 310 Holbrook St.,
 Danville
 Boylan, Mary, Charles Barrett School, Alex-
 andria
 Brady, Louise, 1806 Key Blvd., Arlington
 Braxton, Mrs. D. H., Rt. 3, Box 21, South
 Lynchburg
 Bright, Joseph T., George Mason School, Rich-
 mond 23
 Broadus, Mrs. Louise E., William Fox School,
 Richmond 20
 Brownley, Roselyn, Bay View School, Nor-
 folk 3
 *Bryant, Alice G., 8 River Rd., Hampton
 Buckley, Helen, Rt. 5, Box 320, Alexandria
 Buckner, Lloyd F., Booker T. Washington
 School, Newport News
 Buford, Florence, Clark School, Charlottesville
 Burrell, Charles J. E., 300 Randolph St., Rich-
 mond 20
 Butler, S. R., John Marshall School, Norfolk
 Byus, Mrs. Eunice S., 450 Harding St., Peters-
 burg
 Campbell, Mrs. Ola L., 706 Williamson Rd.,
 Roanoke 12
 Cannon, Grace M., Box 803, Norfolk 1
 Carey, J. H., Mt. Hermon School, Portsmouth
 Carey, Mary, Woodrow Wilson School, Arling-
 ton
 Carmine, John H., Frances E. Willard School,
 Norfolk
 Carpenter, Mrs. Josephine, Chesterbrook
 School, Falls Church
 Carter, Ethel R., Manassas
 Chesson, Purvis J., John T. West School,
 Norfolk 4
 *Chew, Lloyd M., Jefferson School, Staunton
 Clark, S. H., George Peabody School, Ports-
 mouth
 Clifton, Margaret, 321 W. Main St., Abingdon
 Coffman, Clara, 1302 N. Jackson St., Arlington
 *Cogbill, Carolyn, Stonewall Jackson School,
 Petersburg

Cole, Ora Lee, 36 Faculty Apt., Charlottesville
 Coleman, Elizabeth N., 1147 N. Vernon St.,
 Arlington
 Collins, Kate, Wenonah School, Waplesboro
 Cox, G. Claude, Box 264, Wytheville
 Cox, Jane Leslie, Maury School, Alexandria
 Cowling, Louise V., 735 Pulaski St., Norfolk
 Curling, Mrs. Olga Jensen, 716 Redgate Ave.,
 Norfolk 7
 Dadmun, Charlotte, Patrick Henry School,
 Norfolk
 Davis, Betty E., Venable School, Charlottesville
 tDavis, Dr. Hazel, Asst. Dir., Research Di-
 vision, Natl. Educ. Assn., 4815 11th St. N.,
 Arlington
 Day, Emmett, Rt. 4, Alexandria
 Dillon, Mrs. Viola, 6216 N. 23rd St., Arling-
 ton
 Dunaway, C. H., John B. Cary School, Rich-
 mond
 *Duncan, Mrs. May C., 1406 Rugby Blvd.,
 Roanoke
 Dunston, Margaret, Lafayette School, Norfolk 5
 *Edgerton, R. O., Jefferson School, Portsmouth
 Edwards, Willie Mae, Smythe School, Nor-
 folk 4
 *Ellis, Mrs. Elsie B., 3412 21st Ave. N.,
 Arlington
 English, Mrs. Ada P., Rt. 2, Roanoke
 Estes, Myrtle A., Burke
 Evans, Ada, Ballentine School, Norfolk 2
 Evans, Douglas V., Herndon
 Evans, Nancy S., 3426 Fort Ave., Lynchburg
 Falls, Lucy J., Thaxton
 Farrar, Mrs. Esther H., Rt. 4, Box 194,
 Roanoke
 Figg, Courtenay, Rt. 1, Hopewell
 Franklin, Mrs. Beatrice B., Mt. Vernon School,
 Alexandria
 Fuller, Constance, 430 Cumberland St., Nor-
 folk 4
 Galvin, W. Roland, 214 S. Boulevard, Rich-
 mond 20
 Garrett, Mrs. Eleanor B., 136 Taylor Ave.,
 Salem
 Gibboney, Dorothy L., 414 Walnut Ave. S. W.,
 Roanoke
 Gillespie, Mrs. Edith Riley, Rt. 7, Box 7,
 Roanoke
 Glazebrook, Vivian, R.D., Box 60, Savedge
 Goodwin, Mary Ambler, Patrick Henry School,
 Richmond 24
 Gordon, Margaret L., 921 Gordon Ave., Nor-
 folk 4
 *Gorham, Mrs. Pauline C., Jefferson School,
 Alexandria
 Gray, Mrs. Henrietta E., Box 93, Leesburg
 Hall, Grace C., 2600 16th St. S., Arlington
 Hall, Mrs. Mabel Leonard, Catawba
 Hammond, E. Kyle, 222 32nd St., Newport
 News
 Hancock, Annie, 1700 Rivermont, Lynchburg
 Harden, J. T., 15 Chestnut Pl., Danville
 Harding, Logan C., Copeland School, Hope-
 well
 Harris, Virginia B., Box 302, Falls Church
 Hawley, Edith T., 1213 Idlewood Ave., Rich-
 mond
 Healy, E. Turner, Meadowbrook School, Nor-
 folk
 Hemsley, Mrs. Mary E., Arcola School, Arcola
 Hensley, Mrs. Ruby, 116 Maplelawn Ave.,
 Roanoke
 Hickman, Martha, Dumfries
 Hill, Flora M., 127 Suffolk Ave., Petersburg
 Hitch, Mrs. Marietta Cato, Moffett Place
 School, Portsmouth
 Holmes, Mrs. Sara G. F., 2118 Greenwood
 Ave., Richmond 22
 *Holt, Lucy Mason, Ocean View School, Nor-
 folk 3
 Hood, Madge, 125 Liberty St., Petersburg
 Hook, Paul G., Box 223, Clifton Forge

- Howdershell, Mrs. Josephine N., Rt 3, Box 162, Alexandria
 Huband, Mary E., John Smith School, Richmond
 Hubbard, Mrs. Mary Ann B., 316 High St., Salem
 Huddleston, Mrs. Myrtle, 526 Greenwood Rd., Roanoke
 Hunt, Jemima C., 533 Seventh St S W, Roanoke 16
 *Inman, Mrs. Lillian G., Chatham School, Chatham
 Ish, George B., Briggs School, Portsmouth
 James, Ruby D., 1168 Shepard St., Petersburg
 Johnson, Katherine L., Baker School, Richmond 20
 **†Johnson, Lillian M., 404 Chestnut St., Norfolk
 Jones, Annie Lee, Duncan M. Brown School, Petersburg
 Jones, Bertha B., Dunbar School, Norfolk
 Jones, Bettie W., 129 Franklin St., Harrisonburg
 Jones, William J., Whaleyville
 †Joynes, Mrs. Edith B., 1311 Colonial Ave., Norfolk
 *Kellam, Mary R., Cooke School, Virginia Beach
 Kelly, Mrs. Ruby V., Box 302, Leesburg
 Kent, Mrs. Ola M., Palmyra
 Keys, Mrs. Zella C., Box 202, Herndon
 Kidwell, Gertrude, 401 E Howell Ave., Alexandria
 Kings, Mrs. Nan St Clair, 2038 Park Ave., Richmond 20
 Kiracope, Mabel R., Coleman Place School, Norfolk
 Kizer, Elizabeth B., 226 Norfolk Ave., Lynchburg
 Lane, Bessie B., 3118 Somme Ave., Norfolk
 Lane, Mrs. Tamah R., 1147 35th St., Newport News
 Lee, Evelyn, 1520 N Longfellow, Arlington
 Lewis, Mrs. Alice W., 906 Sixth St., Lynchburg
 Lipscomb, Margaret A., Highland Springs
 Littlejohn, Margaret, 204 Wycliffe Ave., Roanoke
 Lohmann, Mrs. Florence M., Rt. 1, Box 306, Richmond 23
 Love, V. J., Port Norfolk School, Portsmouth
 Ludwig, Margaret, Vienna School, Vienna
 MacGregor, Julia, 400 S Washington, Alexandria
 Magarity, Mrs. Evelyn, Oakton School, McLean
 Manson, W. A., Larchmont School, Norfolk
 Massoletti, Lillie, 3332 Wilson Blvd., Arlington
 Matthews, Sue, 507 Mulberry, Martinsville
 McCormick, Mrs. R. O., Java
 McPherson, Carmel G., 811 Buckroe Blvd., Phoebus
 Menin, Alice M., 320 51st St., Newport News
 Miller, Helen, Crimora School, Crimora
 Morrison, E. Wilson, Box 430, Front Royal
 Moody, Noel H., Beverley Manor School, Staunton
 Moore, Charles N., Box 178, Hopewell
 †Morton, Oscar A., 3222 P St., Richmond
 Murphy, Mrs. Kizzie Q., 110 Wasena Ave., Roanoke 15
 Musick, A. R., 54 Aylwin Rd., Portsmouth
 Mustain, Emory, Falling Springs
 Myers, Robert A., Hillsboro
 *Nash, Ethel H., 724 Williams St., Fredericksburg
 Neal, Mrs. Gay, Fort Lewis School, Salem
 *Nevitt, Frances Elizabeth, Lorton
 Nixon, John L., 900 Buchanan St., Richmond
 Noland, Mrs. Lillian H., 716 Grand View Dr., Alexandria
 Overby, Mrs. Ethel T., 1000 W. Marshall St., Richmond
 Owen, Rebecca, Lorton School, Lorton
 Payne, Mrs. Frances, Mt Hermon School, Danville
 Piland, W. W., Robert E. Lee School, Portsmouth
 *Pilcher, Ethel, Hill School, Petersburg
 Plymale, Mrs. Ruby M., Edgemont School, Covington
 Porter, Mrs. Harriet B., Blandford Training School, Petersburg
 Powell, Mary E., Robert E. Lee School, Danville
 Pratt, Dorothy I., Randolph-Macon Woman's College, Lynchburg
 Proescher, Edith E., Box 484, Norfolk 1
 *Richards, Dorothy, Parkmont Apt., Lynchburg
 Riker, Marjorie T., 131 S Market St., Petersburg
 Robbins, Mrs. Mollie S., Henry Clay School, Norfolk
 Robertson, A. Zuleime, Nathaniel Bacon School, Richmond 23
 Robinson, Clarence L., Stuart School, Norfolk 8
 †Rorer, Henry S., 1405 Dinwiddie Ave., Norfolk
 Saffelle, Mrs. Meta G., 212 E Mason Ave., Alexandria
 *Scott, Katherine K., 3301 Stuart Ave., Richmond 21
 Scott, Mrs. Rae W., 404 W Main St., Salem
 *Shafer, Garfield, Jr., 203 Carney St., Portsmouth
 Shoemaker, Ida C., 4202 Springhill Ave., Richmond
 Simpson, Blanche, 1124 Franklin Rd., Roanoke 16
 Simpson, Harriet L., West End School, Roanoke
 Sims, Ethel G., Rt 2, Fairfax
 Slayton, Mildred Lee, 721 N Main St., Danville
 Smith, Dolly, 4400 18th St N, Arlington
 Smith, Emma A., 311 Welton Ave., Roanoke
 Snead, Janet W., 236 Boston Ave., Lynchburg
 Snodgrass, Audrey, Madison School, Falls Church
 Starling, Annie Preston, Supvr of Rural Educ., Winchester
 *Starritt, Bertha W., 1320 Chapman Ave. S. W., Roanoke
 Steed, Mildred E., George Mason School, Alexandria
 Stiff, Annie B., 1310 Meadow St., Roanoke
 Sullivan, Webster P., Madison School, Norfolk
 Sydnor, Lewis A., 810 Seventh St, N W, Roanoke
 *Taylor, Ethel L., Jefferson School, Newport News
 Thompson, Mrs. Martha, 802 Lexington St., Norfolk 6
 Tipton, Mrs. Ossie L., Elementary School, Manassas
 Trent, Mrs. Gilberta W., Fort Hill School, Lynchburg
 Truitt, Dorothy, B and 22nd St., South Norfolk
 Truitt, William J. B., 2930 Henrico St., Norfolk
 Turner, J. E., Box 729, Martinsville
 Urquhart, Helen D., 4 Dumont Apts., Lynchburg
 Vaughan, H. L., Robert E Lee School, Norfolk 7
 Waide, Helen I., Douglas MacArthur School, Alexandria
 Walters, Neil D., Belmont School, Roanoke
 Wampler, Everett N., 345 S. Main St., Harrisonburg

LIST OF MEMBERS

(Washington) 327

Ward, John H., Laura E. Titus School, Norfolk
 Waters, Mrs Lenore K., 1861 Link Rd, Lynchburg
 *Watts, Mrs Catherine P., 1060 Rivermont Ter., Lynchburg
 *Webner, John T., Gordonsville
 West, Daisy, 815 N Kenmore St., Arlington
 Whitlock, Mrs. Helen, Heflin Apts., Fredericksburg
 Whert, Mrs. Pauline, 52 S. Aberdeen St., Adlington
 Williams, James Harry, 1729 Porter St., Richmond 24
 Williams, Sherman J., Titustown School, Norfolk 8
 Willis, W H, Truxton School, Portsmouth
 Wilson, Elsie E., 9901 Rivermont Ter., Newport News
 Wilson, Marguerite A., Jackson School, Newport News
 Wood, Mrs. Bennie S., White Rock School, Lynchburg
 Wood, Lily, Granby Street School, Norfolk 5
 Woodward, Mrs Anethia, 1211 Chicagola St., Norfolk 6
 Wright, Mary F., 307 London St., Portsmouth

WASHINGTON

Allasina, Tony, 400 Boylston N., Seattle
 Allen, Mrs. Viola, Lincoln School, Vancouver
 Anderson, Frances E., Box 23, Edmonds
 Anderson, Loran E., Millwood School, Millwood
 †Axtell, Annie D., 219 Boyer Ave., Walla Walla
 Baird, Katharine E., 1102 Eighth Ave., Seattle 1
 Barbo, Carl S., Stevens School, Seattle 2
 Bergewell, Arthur B., Washington School, Hoquiam
 Barnes, Everett, Rt. 2, Wapato
 Barnes, Rita, 301 N 26th Ave., Yakima
 Baugh, Norbert, Rt 3, Wenatchee
 Baump, Lucille, E 1855 12th Ave., Spokane
 Bender, Mrs Kate, Navy Yard School, Bremerton
 Berto, Vilas John, Overlake School, Bellevue
 Blake, Earl, 1013 University, Walla Walla
 Boulton, Howard F., Elementary School, Concrete
 Boulton, Silas W., Haller Lake School, Seattle 55
 Boys, Clair L., Box 225, Everson
 Brennan, Miss B., Franklin School, Bellingham
 Brewer, Madison, College Elementary School, Cheney
 Brislawn, Maurice J., Kessler Boulevard School, Longview
 Brown, Albert C., Box 103, Kent
 Bruff, Mrs Beryl J., Lowell School, Bellingham
 Buhrmester, Paul L., Stevens School, Omak
 Cameron, Gladys R., 4710 Densmore, Seattle 3
 Campin, Reginald W., Blaine Consolidated Schools, Blaine
 Carroll, Charles L., S 39th and M St., Tacoma 8
 Casey, Alice M., 420 Terry Ave., Seattle 4
 Catching, Thomas E., 4701 Fifth Ave N. E., Seattle 5
 Cellars, Vera E., 912 Hewitt, Bremerton
 Chichester, J Bernard, 6848 31st Ave. N.E., Seattle 5
 Chioiti, Joseph F., Snoqualmie Falls
 Clarkson, Lee W., 1350 Hunt Ave., Richland
 Clausen, Melvin F., Grade School, Sultran
 Cole, Wesley E., 10036 64th S., Seattle 88
 Condy, Florence B., 914 Highland Ave., Bremerton
 Cox, Percy J., Maplewood School, Puyallup

Crowe, William T., Rock Island School, Wenatchee
 Dahlke, Florence, Supt., Douglas Co. Schools, Waterville
 Dawdy, Earl E., Box 171, Grandview
 Denman, Howard W., E. 303 29th Ave., Spokane
 Dickinson, Victor H., 8110 20th St. N E., Seattle 5
 Dickman, Martha, S. 729 Bernard St., Spokane 9
 Dingerson, Edward E., Catlin School, Kelso
 Douglas, Sidney B., Rt. 4, Everett
 Dowell, Charles H., Lincoln School, Hoquiam
 Earl, Mrs. Hazel L., Grade School, Asotin
 Eklund, Evelyn, Asst. Prin., Olympic View School, Bremerton
 Elder, Raymond W., 820 E. 81st St., Seattle
 Ellis, George J., Jefferson School, Port Angeles
 Elmer, Rudolph E., Rt. 3, Box 67, Bellevue
 English, Elsie, McKinley School, Tacoma 4
 Erickson, Alfred D., 7542 18th Ave. N. E., Seattle
 Erickson, Howard E., Adams School, Seattle 7
 Ericson, Malcolm, Rt. 8, Yakima
 Fitzgerald, Anna M., 220 Newell St., Walla Walla
 Fitzgerald, Marie, Logan School, Spokane 13
 Fresk, June, 444 11th St., Raymond
 Frieze, Ernest C., 1743 22nd N. E., Seattle 5
 Giles, Gareth I., Spruce Street School, Montecano
 Glover, O. K., 1811 Shelby St., Seattle 2
 Graham, Charlotte, 1007 E. Marion St., Seattle 22
 **Gravrock, Arthur C., 7556 19th N. E., Seattle 5
 Greene, Max P., Box 51, Entiat
 Griest, J. R., E. 504 27th Ave., Spokane 10
 Haller, Helen, Sequim School, Sequim
 Hardy, Thomas N., Supt. of Schools, Lind
 Harnden, Lawrence D., 3551 F. 187nd St., Seattle 55
 Harris, Amy R., Washington School, Walla Walla
 Hartley, Joseph C., Arnada School, Vancouver
 Haugan, S. M., Rt. 3, Box 291, Port Orchard
 Harvey, Barbara, 1025 W. Cleveland, Spokane
 Hebel, Amanda, Central Washington College of Education, Ellensburg
 Helmer, Mona, Smith School, Bremerton
 Hemphill, Lena L., Martha Washington School, Seattle 8
 Hendrickson, Lillian, Olympic View School, Bremerton
 Henry, Austin L., 411 W. Garland Ave., Spokane
 Hermann, Ida M., 2815 Boylston Ave. N., Seattle
 Herren, Mrs. Dora S., 6335 18th Ave. N. I., Seattle 5
 Hoff, Bruce F., Birchwood School, Bellingham
 Hoffman, Harold G., Rt. 1, Opportunity
 Holm, Alice, Naselle
 Holm, C. P., Grade School, Garfield
 Honeycutt, Elbert J., Highland School, Tieton
 Horrall, Pansy, Irving School, Spokane
 Howard, Carl W., 237 N. Main St., Renton
 Hudson, Richard L., Elementary School, Shelton
 Hull, Edward, Moses Lake
 Hungate, John A., Hough School, Vancouver
 Hutchins, Earl L., Broadway School, Longview
 Iverson, I. E., 3502 E. Clark St., Vancouver
 Jackson, Mabel, McKinley School, Spokane 15
 Jantz, Peter C., Grade School, Odessa
 Jennings, Leonard M., Martha Washington School, Colfax
 Johnson, Clifford M., Box 212, Issaquah
 †Johnson, Elsie Marian, Normandy Apts., Vancouver
 Johnson, Jasper H., School Dist. 2, Union Gap

- Johnston, Louise A., Eastern Washington College, Cheney
 Jones, Nola, Elementary School, Cashmere
 Keene, Edna L., Box 344, Prosser
 Kegel, Harry William, 1527 Rainier Ave., Bremerton
 Kelly, William Robert, 6616 Fauntleroy Ave., Seattle 6
 Kendrick, W. A., Columbia Valley Gardens School, Longview
 Kimm, Charles, 610 Madison Ave., Toppenish
 Kinade, H. J., Supt., Chelan Co. Schools, Wenatchee
 King, Bertha Farley, Webster School, Seattle
 Kittleman, Harry F., 15631 Eighth Ave S., Seattle 88
 Klaus, Frederick F., 405 N. Iron, Centralia
 Klausler, George, Hamilton School, Spokane 13
 Knittel, Clayton O., Lincoln School, East Stanwood
 Knutson, K. J., 2909 Second Ave. N., Seattle
 Kreger, Mrs. A. V., Box 14, Almira
 Lacy, Susan M., W. 204 Euclid Ave., Spokane 13
 Lee, Dr. J. Murray, 410 Garfield, Pullman
 Lentz, Truman, South Bend
 Lind, Arthur E., 1404 Williams Ave., Richland
 Lineback, S. Frank, Box 28, Maple Valley
 Louis, R. N., Grade School, Chelan
 Lowry, Franklin N., 12515 Greenwood Ave., Seattle 33
 Martin, Sarah, 606 W. 21st St., Vancouver
 Matheny, Donovan E., 1640 Fell St., Enumclaw
 Matheson, Anna May, John Muir School, Seattle
 Mattern, H. V., 13034 39th N. E., Seattle 55
 May, Joseph M., Luther Burbank School, Mercer Island
 McAllister, Marion, 602 Melrose N., Seattle 2
 McCamish, Lena Mains, Elementary School, Kennewick
 McKinney, Nellie, 1214 W. Yakima Ave., Yakima
 McNew, Eo Lo, 2528 W. Courtland, Spokane 12
 Melville, William D., Park Avenue School, Tacoma
 Meyer, Florence L., N. 2415 Elm, Spokane 12
 Moore, Troy, Rt. 3, Box 657, Port Orchard
 Myron, E. F., 3755 S. 152nd St., Seattle 88
 Neiswender, J. A., 10811 12th S. W., Seattle 66
 Nelson, J. Roy, Ocean City
 Neterer, Elizabeth, 10481 Maplewood Pl., Seattle 66
 Neutzmann, Wilbert E., 708 Lake Washington Blvd. S., Seattle 44
 Nostrand, John W., 8103 Fifth Ave. N. E., Seattle 5
 Oliver, Fred L., Wallace School, Kelso
 Olts, Donald G., 5018 18th N. E., Seattle 5
 Osborne, R. E., Supt. of Schools, Colfax
 Onness, Oak T., 1412 South L., Tacoma 3
 Ott, Mrs. Esther, Algona School, Auburn
 Ove, Harold T., 2227 Interlaken Pl., Seattle 2
 Overfield, Dale E., Salishan School, Tacoma 7
 Overstreet, Victor W., 610 Cedar St., Coulee Dam
 Palmer, Lawrence I., Outlook
 Parker, Isabelle C., S. 180 Cannon St., Spokane 9
 Payne, Camilla S., 10020 Gravelly Lake Dr., Tacoma
 Petite, J. Edward, 12750 39th N. E., Seattle 55
 Phinney, Harold M., Star Rt. 2, Port Townsend
 Pomeroy, R. A., 5935 35th S. W., Seattle 6
 Powell, Charles O., 1201 W. Martin St., Elma
 Radcliffe, William O. E., 437 21st St., Bellingham
 Reid, John R., Whitney-Nelson Schools, Anacortes
 Reese, Chester M., St. Helens School, Longview
 Reeves, Lester L., 6847 18th Ave. N. E., Seattle
 Reeves, Wilfred L., Roosevelt School, Olympia
 Rey, Gildo, Washington School, Auburn
 Reynolds, Marian Hilburn, Washington School, Bremerton
 Rickert, Mrs. Helen, Longbranch
 Roblee, Lester R., 1712 E. 68th St., Seattle 5
 Robinson, J. W., Alderwood School, Alderwood
 Rogers, Clarence R., Rt. 4, Walla Walla
 Ronald, Gilman A., 9530 14th N. W., Seattle 7
 Ross, Frank W., Oroville
 Ryan, William C., 10335 Interlake, Seattle 33
 Sandin, Adolph, 433 13th Ave. N., Seattle 2
 Scroup, Lester E., Cascade School, Chehalis
 Selby, Kenneth E., 810 Dexter Ave., Seattle 9
 Sells, John A., 2216 E. 46th St., Seattle 5
 Sharnbroich, L. W., 611 E. Ninth St., Port Angeles
 Shipley, J. Roy, 1704 W. First, Aberdeen
 Simpson, Mary, Central Washington College, Ellensburg
 Skeen, Mrs. Bearnice S., 2701 Eldridge Ave., Bellingham
 Skotheim, Sivert, 9840 California Ave., Seattle
 Smith, Byron B., 9021 View Ave. N. W., Seattle 7
 Smith, L. Emmett, 602 Ave. A, Snohomish
 Smith, Vernon A., Harney School, Vancouver
 Snowden, Lawrence R., 11638 E. Marginal Way, Seattle 88
 Sorweide, W. A., Redmond
 Spining, Effie B., Lowell School, Spokane 9
 Staffelbach, Pearl W., Rt. 10, Box 954, Tacoma
 Stanton, Edgar A., 3302 E. Mercer St., Seattle
 Steinke, E. L., Sunset School, Selah
 Stoecker, Mamie B., 4756 18th Ave., Seattle 5
 Stone, Emra D., 1049 E. 92nd, Seattle 5
 Strite, Adelaide, 624 E. 22nd, Spokane 10
 Stubbs, Barbara, Thornton
 Stubbs, Rodenck M., 11211 Fremont, Seattle 33
 Summers, Mabel, 640 N. Elm St., Colville
 Swedine, Elmer, 6219 29th Ave. N. E., Seattle
 Tayet, Frithjof, 3719 E. Eye St., Tacoma 4
 Taylor, Mrs. Helen S., 2503 Lincoln, Yakima
 Thomas, Mrs. Lillian B., Dry Creek School, Port Angeles
 Thorsen, O. W., Boulevard Park School, Seattle 88
 Thune, Elmer T., Stanley School, Tacoma
 Towner, Earl M., 6856 31st N. E., Seattle
 Tucker, T. M., Rosehill School, Mukilteo
 Turnbull, Fred A., 1812 W. Sixth St., Aberdeen
 Turner, Bess R., Wilson School, Spokane 9
 Turner, Claude F., 10008 Valmay Ave., Seattle 77
 Van Cruynningen, Paul, 4715 36th Ave. N. E., Seattle
 Vetting, Ida F., 2502 E. Lynn St., Seattle
 Walker, W. D., Fruit Valley School, Vancouver
 Watt, Everett A., Chelan
 Weisman, Frances, S. 726 Jefferson St., Spokane 9
 Welden, Carrie R., 2137 S. Tekoa St., Spokane 10
 Wenzel, Harold E., 117 W. Fourth St., Aberdeen
 West, Clifford D., Box 653, Centralia
 West, Leonard M., Hamilton School, Colfax
 Whitl, Mrs. Selma E., 3059 Austin St., Seattle 8
 Whitesides, Vance W., Kessler School, Longview
 Wiesen, Robert W., Rose Hill School, Kirkland
 Woodend, Mrs. R. G., Starbuck

Woods, O. C., McCleary School, McCleary
Wynstra, Wieber, 4814 E. 44th St., Seattle 5
Zachrisson, Vernon N., Forks
Zubli, May C. P., 1202 Eighth St., Bremerton
Zylstra, J. E., 1617 Fourth St., Marysville

WEST VIRGINIA

Alston, Cheatham, Box 401, Eskdale
Anness, Frank, Brownston
Ash, Columbus, 1750 W. Pike St., Clarksburg
Auvil, G. G., Mercer School, Princeton
Ayens, Cecil, Grade School, Elizabeth
Baechtel, Gertrude B., Shepherdstown
Bailey, E. Cassidy, Grade School, Welch
Bailey, Lilian, 633 Jones Ave., Morgantown
Baker, Ruth, Box 156, Logan
Barber, Sarah C., Box 2092, Sta. A, Charleston
Barrett, Mrs. Mary T., 522 Elm St., Hunting-
ton 3
Baylis, Hobart, Park St., St. Albans
Beavers, Henry C., Jr., Jaeger
Billups, Cecil W., Box 422, Madison
Bird, Ralph S., Box 15, Matoaka
Blizzard, Artie R., Franklin
Boardman, Mary, Thorpe
Bolt, Mrs. Mae M., Matewan
Bond, LaMar, Rockcave
Bosley, Opal B., Central Station
Bowman, Mrs. Audria C., Amherstdale School,
Amherstdale
Brammell, Iva S., 115 Elm St., Logan
Brown, Agnes, Rt. 3, Box 359, Charleston
Brown, Clara, 1318 Sixth Ave., Huntington
Brown, G. E., Bartley
Brown, Raymond L., 47 Court St., Welch
Brown, Scott M., 1519 Second Ave., Charleston 2
Brown, Stanley, 129 Camden Ave., Buck-
hannon
Brucker, Charles D., Central School, St. Albans
Brucker, Elizabeth, 1001 Sixth Ave., St. Albans
Bryant, Mrs. Helen B., Fairview School, Blue-
field
Bsharah, Mrs. Ruth C., 441 Forest Circle,
South Charleston
Buck, F. A., Middlebourne
Bunch, Margaret, 1120 Fifth Ave., Huntington
Burdette, Milton, Leon
Burke, Mary, Box 218, Chesapeake
Burdette, Ethel, West Virginia State College,
Institute
Burton, Ada M., Box 56, Kimball
Caldwell, Laura L., Box 413, Point Pleasant
Calloway-Brooks, Mrs. Marion, 423 S. Fayette-
St., Beckley
Carmichael, H. E., 1305 Sixth St., Moundsville
Carper, Emma, Lizmore
Carvey, Harold K., New Creek School, Keyser
Cavendish, R. E., Minden
Chapman, Clara Ella, Box 116, Milton
Chenoweth, R. Neil, Box 58, Clendenin
Childers, Alton, Smithburg
Clark, Oscar C., Paw Paw
Conley, Fred C., Newburg
Cooke, Cecil D., Box 187, Beaver
Cottrell, Mrs. Martha J., 1108 Quarrier St.,
Charleston
Cox, Minnie, Central School, Hinton
Craddock, Ernest B., Supervisor, Logan
Craig, Mrs. Ann W., 1115 Bigley Ave.,
Charleston 2
Craig, Mrs. Elizabeth R., Fifth Ave. and
C St., South Charleston 3
Craven, Willis D., Tallmansville
Cunningham, Alma, Central School, Chester
Curran, Mary Jane, Salem
Curran, Mary M. A., Rt. 4, Box 319, Elm
Grove
Curry, James, Alton School, Alexander
Daniel, Theron, Box 236, Dorothy
Davis, Clifford M., Mt. Clare School, Clarks-
burg

Davis, Lena M., Box 67, Welch
Davis, Zula Shomo, Rt. 3, Box 78-A, Buck-
hannon
Dean, A. B., Rt. 4, Box 72, Buckhannon
Dean, Dorothea, 1210 Baltimore St., Mc-
Mechen
Dent, L. A., Graded School, Ronceverte
Dickenson, R. Guy, 226 Maple St., Philippi
Dobbins, Porter F., Box 165, Logan
Drummond, Myron, Rt. 1, Barboursville
Easley, Margaret, 1101 Augusta St., Bluefield
Eckard, Garry, 2804 Ohio Ave., Huntington
Evans, A. F., 2728 Guyan Ave., Huntington 2
Evans, A. R., 3744 Main St., Hollidays Cove
Farren, Oran B., 810 Dewey Ave., St. Mary's
Ferrell, Roy H., Scott Depot
Finley, Vena, Apple Grove
Flinn, Virgil, Supt., Kanawha Co. Schools,
Charleston 1
Forsythe, Genevieve, 234 Ninth Ave., Hunting-
ton
Fortner, Allen, Box 157, Logan
Founders, Henrietta, 202 Ash Ave., Moundsville
Fowler, Oran C., 101 Hudson St., Clarksburg
Fox, Doyle, Elementary School, Red Jacket
French, Mrs. Ruth J., 2115 Fulton St., Blue-
field
Frew, David, 3419 Elm St., Hollidays Cove
Friend, Bessie M., Clay
Gainer, J. V., Tunnelton
Gall, Waitman D., Jr., Box 277, Philippi
Gardner, Josephine, Hinton
Garrett, Denzel R., Rt. 5, Box 232-A,
Charleston 2
Garrett, Herbert, 142 Prospect St., Spencer
Garrison, Cecil A., 526 Banfield Ave., Follans-
bee
Gates, Cecil R., 70 McKinley Ave., Morgan-
town
Given, Clarence A., Elkview
Goosman, Alma, 1800 Bigley Ave., Charle-
ston 2
Gordon, Luta M., Bethany
Gose, Stuart A., Grade School, Matewan
Gray, Clyde L., 1003 First Ave., Montgomery
Gray, Rex C., West Union
Grizzell, W. K., Elementary School, Decota
Grossenbach, Mrs. Bess K., Wet Branch
School, Sharon
Hager, Earl, Dehue School, Dehue
Hagerty, Mary E., 439 Washington St.,
Charleston
Hall, Ava E., Box 426, Morgantown
Halteman, C. B., Elementary School, Mathias
Hambrick, Mrs. Louise, Box 887, Williamson
Hammond, Evert M., Wilsonburg
Hamrick, Pottia J., 1720 Fifth Ave., Huntington
Harden, Hattie, Bristol
Harris, Bretzel, Box 66, Belington
Hart, Virgil S., Rt. 1, Elkins
Harvey, Carl B., Rt. 1, Philippi
Harvey, Mrs. Elva W., Box 132, Institute
Hatcher, William, East End School, Bluefield
Hatfield, Wayne, Man
Hatfield, Wirt, Gilbert
Hawse, Stanley P., Grade School, Moorefield
Heiskell, M. M., 11 Carpenter Ave., Ridgeley
Hensley, Mrs. Blanche A., Kermit
Hensley, Myron B., 2215 11th Ave., Hunting-
ton
High, Lillian, 203 Somers Ave., Charleston 2
Hile, D. A., 888 National Rd., Wheeling
Hixenbaugh, Ralph B., Box H, East Bank
Hogue, Homer, Masontown
Holstein, Mrs. Alice, Chesapeake
Hopkins, R. R., Box 122, Excelsior
Howard, Albert V., Box 24, Worth
Howard, M. D., 6517 Roosevelt Ave., Charles-
ton
Hunt, Garold, Burton
Hutchinson, L. H., Central School, Holden
Irons, E. L., 24 Pleasant Ave., Elkins

- Irving, Mrs Gertrude P., Box 1146, Logan
 Jackson, Mary R., Box 1343, Beckley
 James, Estella A., 615 Central Ave., Charleston 2
 Jeffers, Mrs Ruth A., Horace Mann School, Charleston 4
 Jenkins, Bertha, Hartford
 John, Ernest, 528 Carolina Ave., Chester
 Johnson, Mrs. Alta H., Grade School, Eskdale
 Johnson, Leroy D., 1520 Ninth Ave., Huntington
 Jones, D. M., Inwood
 Jones, Howard H., Greenwood
 Joyce, Harry, Box 154, Nolan
 Judy, Mernie, New Creek
 Keck, G. H., Arthurdale
 Kellar, Maynard H., Box 98, Rand
 Kelly, Nannie, Quinnimont
 Kester, B. Earl, Bridgeport
 Knox, Hugh A., Sr., Box 207, Iaeger
 Lambert, Mrs. Audra G., Belington
 Landacre, N. V., 132 Newton St., Bridgeport
 Lawson, W. E., 1806 Liberty St., Parkersburg
 Lea, John W., 1144 Sixth Ave., Huntington
 Leckie, Margaret, 1716 Virginia St., Charleston 1
 Lilly, Clinton D., 1117 Highland Ave., Bluefield
 Linkous, A. H., 1400 Highland, Bluefield
 *Loy, Homer K., Springfield
 Mace, Alva S., Box 51, Dawes
 Major, Dr Anthony J., Dunbar School, Weirton
 Mansour, Helen, 1048 W. Washington, Charleston 2
 Martin, Blair, Shinnston
 *Matheny, Charles L., 1414 19th St., Parkersburg
 *Maupin, F. B., 45 Acosta Ave., Elm Grove
 McBurney, Mrs Elizabeth, 3527 Brightway, Hollidays Cove
 McCallister, Lucile, Hurricane
 McClanahan, Roy F., Main St., Poca
 *McCrum, Summers, Jr., 134 Beverly St., Kingwood
 McCue, E. B., Fairmont State College, Fairmont
 *McCutcheon, Vada, Grade School, Clay
 McGee, S. T., Emoryville
 McIntyre, Donald, Marmet School, Marmet
 McKinney, Charles S., Rt. 1, Box 61, Beckley
 McKinney, Clarence C., 226 Grand Ave., Bridgeport
 *McKisson, Elsie A., 115 East St., Sistersville
 *McLaughlin, Lyle, Box 35, Follansbee
 Mellie, Fern W., Rt. 2, Philippi
 Miller, Cecil L., Sylvia School, East Beckley
 Miller, Margaret, Center School, Benwood
 Moler, James, 401 S George St., Charles Town
 Moore, Mrs Iva L., 2751 First Ave., Huntington
 Moore, Ralph, Philippi
 Morgan, Dodd, Rt. 2, Buckhannon
 Morgan, W. H., Elementary School, Raysal
 Morris, Wesley O., Rt. 1, Box 198-B, St. Albans
 Morrison, W. Glenn, Box 327, Milton
 Murray, Alice M., 904 W. Second St., Charleston
 Musgrave, Paul, 1956 Underwood Ave., Huntington
 Musser, J. K., Box 706, Clarksburg
 *Myers, Emyln M., 788 Main St., Charleston
 Myers, Reed F., Kowlesburg
 *Neffen, Myra M., Potomac Dr., Keyser
 *Newman, Winifred H., 211 Beaugard St., Charleston
 *Nolley, George M., Mullins
 O'Neal, Golda, Box 1053, Welch
 *Otey, C. M., Welch
 Ours, Glen, 135 Randolph St., Buckhannon
 Parrack, Alison, Aurora
 Payne, Stewart M., Elementary School, Piedmont
 Peck, Mrs Kathleen M., 512 North St., Bluefield
 Pell, Gladys, Masontown
 Perkins, Mrs. Russie, Nettie
 Perry, Andy E., Box 203, Madison
 Phillips, Mrs. Margaret G., Peyton School, Huntington
 Pietrantozzi, Agnes, McComas
 *Poscover, Max, Graded School, Durbin
 Posey, Michael E., Box 37, Burnsville
 Powell, Aral E., Rt. 2, Salem
 Powers, Orval R., Box 325, Barboursville
 *Presley, Stella, Box 14, North Matewan
 Preston, Edna B., 2577 Collis Ave., Huntington
 *Price, Mrs. Vivian Swift, 956 Stewartstown Rd., Morgantown
 Queen, Mason, Rt. 1, Buckhannon
 Ralston, Mrs Grace, Cove School, Hollidays Cove
 Ramsey, J. W., Elkhorn School, Northfork
 *Randolph, Jackson K., West Union
 Reece, Cleaves W., Madison
 *Reed, Gilbert, Glenville
 Reed, J. H., White Sulphur Springs
 Rezzonico, A. E., 1183 Bridge Rd., Charleston 4
 *Rhodes, Elizabeth, Spencer
 Rice, Otis K., Hugheston
 Richards, Norris B., 29 Maple Ave., Welch
 Rittenhouse, A. M., 423 High St., Clarksburg
 Roach, John O., Elementary School, Sissonville
 Roberts, Narcissus, 1026 21st St., Huntington
 *Robinson, Fred D., 227 Maple Ave., Grafton
 Robinson, Lucy A., Towers School, Clarksburg
 Rogers, Fred S., Concord Training School, Athens
 *Roush, Sara E., Box 31, New Haven
 Rush, Mrs. Garnet, Rt. 1, Box 207-A, Williamson
 Sanford, Alice W., 1111 Fifth St., Moundsville
 Sawyer, J. C., 407 Hartley St., Williamson
 Scarff, Dora W., 1208 Eleventh St., Huntington
 Schwartz, G. A., Simms School, Huntington 1
 Sexton, Bert, 92 Second Ave., St Albans
 Shackelford, Alma, Enraw Apt., Clarksburg
 Sheets, Philip N., Morgan School, Clarksburg
 Shepard, Anna, 36 Tenth St., McMechen
 Simonton, Edgar E., Belmont
 Singleton, Laura F., Kanawha School, Charleston 1
 Sippe, Thelma, 1112 Beechwood, Charleston
 Sizer, Hazel, *Chairman*, Edit Com., 1948, Dept. of Elem School Prin., Natl Educ Assn, Central School, South Charleston
 Sleeth, Lessie, Clifton
 Smith, Clarence B., New Cumberland
 Smith, Gertrude, 250 W. Main St., Salem
 Smith, Harry, Montrose
 Smith, Rex M., 116 Wilson Ave., Morgantown
 Snider, Lenore, Mason
 Snyder, Fred, Slanesville
 Sommer, Louise, Beech Hill
 *Staggers, Vernon A., 63 E. Hampshire St., Piedmont
 Stark, Mrs. Elma Stover, Rt. 5, Box 329, Charleston
 Starkcy, Rymor O., Rt. 2, Salem
 Stevens, Paul J., 1335 West Virginia Ave., Dunbar
 Stewart, Bessie A., 1317½ Lee St., Charleston
 Stout, M. Wood, Philippi
 Stover, E. C., Crab Orchard School, Crab Orchard
 Sullivan, Mrs. Bernice, 715 Fourth St. W., Huntington
 *Sutton, Mary, R.D., Weirton

LIST OF MEMBERS

(Wisconsin) 331

Sydenstricker, W. D., Box 123, Montgomery
 Talbert, Glenna, Hinton
 Temple, A. D., Brandywine
 Teter, W. Corder, 202 Cherry St., Bridgeport
 Thompson, V. E., 2122 Zabl Dr., Charleston
 Thorne, Lawrence, Matoska
 Trent, Dr. W. W., State Supt of Schools,
 Charleston
 Tustin, Josephine Y., 907 Thompson St.,
 Charleston
 Varney, Mrs. Ruth C., 1438 Third Ave., Hunt-
 ington
 Varney, W. J., Box 1876, Williamson
 Vaughan, Gladys, Box 120, Rock
 Wagner, Cecil H., Box 80, McWhorter
 Walker, A. L., Box 508, Mt. Hope
 Wallace, Mrs. Gladys S., 269 Bethany Pike,
 Wheeling
 Walsh, Isabelle, 1011 Walnut Rd., Charles-
 ton 4
 Ward, William D., West Liberty
 Warner, Hansel Earl, 6335 Roosevelt Ave.,
 Charleston
 Watkins, Wilma Clare, Box 236, Shinnston
 *Watring, Denver W., Seneca Rd., Elkins
 Welch, Thomas E., Box 412, McMechen
 West, Harold F., Box 133, Glasgow
 Westfall, Mrs. Bonnie, 221 Fourth Ave., South
 Charleston
 Wetzel, Sallie Bess, Patterson Creek
 Wharton, Charles, 314 19th St., Dunbar
 Wheeler, Mrs. Pearl S., 218 Sixth Ave., South
 Charleston
 White, Buena, Box 223, Logan
 Whiting, Mayssel, Reedy School, Spencer
 Whiting, Olive H., 504 Grant St., Charles-
 ton 2
 *Wickline, J. Doyle, 141 Fifth Ave., Mont-
 gomery
 Wilcox, Mrs. Vonda S., Center Point
 **Williams, Fountie, 603 Pennsylvania Ave.,
 Clarksburg
 Williams, Mayssel, Wellford
 Williams, Ruby H., 4-A Broad Moor Apt.,
 Charleston 1
 Willis, Mrs. Harriet Young, Rt. 2, Box 70,
 Philippi
 *Wilson, Mrs. Mae Cox, 696 Stratton St.,
 Logan
 Wilson, Rachael E., 621 First St., Huntington
 Wimer, Charles N., New Creek Dr., Keyser
 Wimmer, Mrs. Columbia, Box 174, Ragland
 Wolfe, Leola, Mason
 Wood, Walter A., Rt. 3, Grafton
 Woolwine, Mrs. Annie D., 112 Lee St., Blue-
 field
 Wotrings, Delbert, Aurora
 Yeader, Kermit, Miller School, Huntington
 *Zimmerman, Carrie, 900 Caldwell St., Mc-
 Mechen

WISCONSIN

Andreuccetti, Adele M., 3432 W. Clybourn St.,
 Milwaukee 8
 Augustine, Sister M., Alverno College, Mil-
 waukee 4
 Austin, Edward C., 916 Summit Ave., Burling-
 ton
 Baldridge, Bertha L., 7003 Cedar St., Wau-
 watosa 13
 Ballou, Ethel I., 2338 Ogden Ave., Super-
 ior
 Bannon, Mary M., 5610 W. Wisconsin Ave.,
 Milwaukee 13
 Bell, William, 2104 E. Bennett Ave., Mil-
 waukee 7
 Benedict, Bernice, 815 Marshall St., Manitowoc
 Berg, Mabel L., Supvg Teacher, La Crosse Co.,
 La Crosse
 Bernardus, Sister, 544 N. 14th St., Milwaukee 3

Best, Margaret M., 315 N. Wisconsin, Port
 Washington
 Buckler, Peter, 5330 N. Gordon Pl., Mil-
 waukee 12
 Bult, Mrs. Louise P., 4711 N. Woodham St.,
 Milwaukee 11
 Birdsell, Don P., 1029 N. Jefferson St., Mil-
 waukee 2
 Burr, Otto A., 706 E. Center St., Milwaukee
 Blackmun, R., 2873 N. 41st St., Milwaukee
 Bleke, Walter, 214 Lincoln St., Antigo
 Borchardt, Harry L., 8918 W. Menomke Ave.,
 Wauwatosa 13
 Born, Marshall E., 122 E. Center St., Mil-
 waukee 12
 †Boyce, Thomas W., 2634 N. Stowell Ave.,
 Milwaukee 11
 Brelmer, Richard, 2176 N. 3th St., Mil-
 waukee 8
 Brenner, Mrs. Olga, 237 S. Sawyer St., Shawano
 Broderick, Mary H., 522 N. 33rd St., Mil-
 waukee 8
 Brown, Maurice L., Lincoln School, Superior
 Buboltz, William F., 3803 N. Battle Ave.,
 Milwaukee 11
 Buell, Francis C., Hackett School, Beloit
 Burns, James, 1109 N. 5th St., Milwaukee
 Burt, Lucile, Lincoln School, Fond du Lac
 Bush, Maybell G., State School Supervisor,
 State Capitol, Madison
 Byrne, Alice M., Washburn School, La Crosse
 Carlson, Clifford C., 7229 W. Becker St., West
 Allis 14
 Carroll, Walter P., 357 E. Howard Ave., Mil-
 waukee 7
 Chapel, J. C., Columbus School, Kenosha
 Chapin, Daisy W., 918 Portland Ave., Kenosha
 Chrisler, Marie E., Frank School, Beloit
 Christensen, Olive, 5240 S. Van Ness St.,
 Clark, Ella C., Atwater School, La Crosse
 Cleary, Margaret E., Washington School, West
 Allis
 Cleary, Olive L., 600 Magnetic St., Hurley
 Clock, Lucile, 2450 Commonwealth, Madison
 Corcoran, Daniel W., 1647 N. Cass St., Mil-
 waukee 2
 Cravillon, Ira, Supt., Dodge Co. Schools,
 Juneau
 Cripe, Harold E., 1010 Russet St., Racine
 Curtiss, Brinton C., 1508 N. 49th St., Mil-
 waukee 8
 Daley, Frances, 3917 W. Roberts St., Mil-
 waukee 8
 Dickeman, Fred A., 3872 N. Eighth St., Mil-
 waukee
 Dunn, Elizabeth, Supt., Price Co. Schools,
 Phillips
 Dunwiddie, W. R., Supt. of Schools, Port
 Washington
 Edwards, H. R., 1226 W. Wisconsin Ave.,
 Milwaukee 3
 Ehler, Edward, N. 11th and Huron, Manitowoc
 Engelke, Walter W., Nakoma School, Mad-
 ison 5
 Erickson, Emma, Franklin School, La Crosse
 Eysaets, Stella M., Whitney School, Green Bay
 Evard, Pauline, 1660 Shawano Ave., Green
 Bay
 Faith, Emil Frank, 2908 N. 4th St., Mil-
 waukee 10
 Feuerer, Marion G., Co. Supt. of Schools,
 Court House, Kenosha
 Finner, F. F., 115 Guilford St., Sheboygan
 Falls
 Flanagan, Elizabeth, 2643 N. 86th St., Wauwa-
 tosa
 Forus, Sonna, Hogan School, La Crosse
 Franck, Nurnan, 306 Elm St., Antigo
 Freimuth, Harley, 533 Niagara St., Eau Claire
 Fruttschel, Max J., Jr., 3249 N. Ninth St.,
 Milwaukee 6

- Frostad, Erling, N. 18th Street School, Milwaukee
 Gardner, William P., 2314 Sherman Ave., Madison 4
 Gaul, Charles R., 1723 N. Ninth St., Milwaukee 5
 Gegan, M. J., Supt. of Schools, Menasha
 *Geil, Phillip H., 2941 S. Wentworth Ave., Milwaukee
 Gesell, O. W., 1144 E. Henry Clay St., Milwaukee 11
 Getsin, Helen H., Washington School, Cudahy
 Gray, Edith M., 7712 Sixth Ave., Kenosha
 Green, Ida A., Beaser School, Ashland
 Greenwood, Mrs. Mac D., 2757 N. 72nd St., Milwaukee 10
 Griewski, Earl S., 2014 W. McKinley, Milwaukee 5
 Groom, Ethel, Webster School, La Crosse
 Guerrierre, Magdalene, Elm School, Milwaukee
 Hanson, Harry M., Supt., Dane Co. Schools, Sun Prairie
 Happel, Delia, 1651 Denton St., La Crosse
 Hart, Ruth E., 8805 Jackson Park Blvd., Wauwatosa 13
 Haufschild, Harry C., 2424 S. Fourth St., Milwaukee 7
 Heine, Oliver, 4634 W. Medford Ave., Milwaukee 10
 Henderson, Margaret G., 523 Howe St., Green Bay
 Hogan, Margaret, 430 N. Maple Ave., Green Bay
 Hoole, Patricia, McKinley School, West Allis
 Hopkins, Helen, Todd School, Beloit
 Huebner, A. C., 2146 S. 77th St., West Allis
 Huycke, Robert, 2864 N. Fourth St., Milwaukee 12
 Jacks, Paul H., 1542 N. Fourth St., Milwaukee 12
 Jannusch, Ralph E., 4021 S. Kansas Ave., Milwaukee 7
 Jensen, Mabel I., Sheboygan Falls
 Jervling, W. E., 1516 S. 76th St., Milwaukee
 Johnson, Harold B., Public Schools, Lake Geneva
 Johnson, J. Cornell, Parker School, Beloit
 Johnson, Marie Blenda, Franklin School, Fond du Lac
 Jones, George E., Supt. of Schools, Mayville
 Jones, Harvey, 8819-A W. Hawthorne, Milwaukee 13
 Jones, Lloyd, 4439 N. 26th St., Milwaukee
 Jungck, F. W., 1215 Wilson Ave., Menomonie
 †Karst, Walter Fay, Roosevelt School, 7314 W. Wright St., Wauwatosa 13
 Ketterer, Armand F., Elementary School, Madison
 Kibbe, Delia E., State Dept. of Public Instruction, Madison 2
 Kirchner, Eunice, 9102 W. North Ave., Milwaukee 13
 Knorr, Mrs. Esther J., 2309 Hegg Ave., Madison 4
 Koelsch, Joseph F., 1516 W. Forest Home Ave., Milwaukee 4
 †Kohn, Charlotte, 424 N. Pinckney St., Madison 5
 Kottbauer, Annette M., Vieau School, Milwaukee 4
 Krebs, Iva M., 2964 N. Bartlett Ave., Milwaukee 11
 Kromrey, Edward G., Middleton
 Krueger, Albert W., Jefferson School, 6926 Aetna Ct., Wauwatosa
 La Budde, Frank, 1535 N. 40th St., Milwaukee
 Larum, Ann M., 137 Wisconsin Ave., Waukesha
 Laske, R. R., 94 Dodge St., Clintonville
 Lefebvre, Alice R., 600 N. Irwin Ave., Green Bay
 Leiser, Else, 1504 N. Prospect Ave., Milwaukee 2
 †Leistikow, Gordon R., Winneconne
 Luleblad, Maynard T., 1036 S. 25th St., Milwaukee 4
 Lindsay, Blanche, 504 State, Manitowoc
 Lione, Geneva M., 1561 S. 70th St., West Allis
 Lucas, W. Carman, 3807 N. 21st St., Milwaukee
 Luening, Edwin G., 2160 N. 60th St., Milwaukee 8
 Lutze, Charles F., 801 S. 15th St., Sheboygan
 Lynn, Delford, 2967 S. 37th St., Milwaukee 7
 Magaro, Nicholas A., 1928 52nd St., Kenosha
 Manske, Harvey A., 4040 W. Forest Home, Milwaukee 10
 Marks, Hannah, 3360 N. Sherman Blvd., Milwaukee
 Maurer, Charles H., 2476 N. 60th St., Milwaukee
 McCabe, Amber, 721 Oakland Ave., Waukesha
 McCabe, Monica, 3370 N. Murray, Milwaukee 11
 McCall, Frank S., Washington School, Racine
 McGettigan, Ray D., Cooper School, Superior
 McNally, Charles J., 1805 E. Park Pl., Milwaukee
 Menzel, Willard R., Blair School, Waukesha
 Miller, Josephine, 1726 Wood St., La Crosse
 Millmann, Anna, 5223 W. Wisconsin Ave., Milwaukee
 Mills, Ethel Newby, Jefferson School, Fond du Lac
 Milnitz, Lillie L., 3008 N. 77th St., Milwaukee 13
 Moeck, Arthur H., 301 E. Armour Ave., Milwaukee 7
 Monette, E. C., Clear Lake
 Mornill, Lester M., 3014 W. Scott St., Milwaukee 4
 Morse, Alice C., 802 S. 28th St., Milwaukee 4
 Moser, Robert P., Supt. of Schools, Chilton
 Mueller, Erna, 10816 Madison St., West Allis 14
 Mulvaney, Ralph A., Hampton School, Milwaukee 9
 Mumm, Edna E., 911 Emerson St., Beloit
 Mynette, Sister M., Viterbo College, La Crosse
 Nell, Carl, 3054 N. 68th St., Milwaukee 10
 Nelson, Alan, 4129 N. 71st St., Milwaukee 9
 Nelson, Clarence E., 939 11th St., Beloit
 Nelson, Fred R., 1600 E. Lake Bluff, Milwaukee
 †Nelson, Lena, Durkee School, Kenosha
 Nichols, Walter D., 2708 W. Wisconsin Ave., Milwaukee 8
 Nichols, William E., 387 Waugoo St., Oshkosh
 Nodolf, Clement E., 214 Branch St., Hartford
 O'Grady, Catherine, 1809 E. Olive St., Milwaukee 11
 Olson, Henry A., Supt. of Schools, Stoughton
 Oltman, Myrtle M., Emerson School, La Crosse
 Owens, Sadie I., 1104 N. Marshall St., Milwaukee 2
 Paukert, Harold L., Supv. Prin., Kohler
 Paukner, Lillian C., 2117 N. 73rd St., Milwaukee 13
 Perrodin, Alex F., 940 Second Ave. S., Wisconsin Rapids
 Peterson, Harold W., 1618 W. Keefe Ave., Milwaukee 6
 Peterson, Nels, 1943 E. Trowbridge, Milwaukee 7
 Phelps, Clarence H., 1312 N. 27th St., Milwaukee 8
 Pierce, A. K., Longfellow School, West Allis
 Pierce, Milton, 7177 W. Appleton Ave., Milwaukee 13
 Powell, Harley J., Supt. of Schools, Watertown

LIST OF MEMBERS

(Hawaii) 333

Price, Walter, 11132 W Potter, Milwaukee 13
 Rabehl, Floyd, 3360 E. Van Norman Ave.,
 Cudahy
 Ralph, H Thoburn, Washington School, Wau-
 wata 13
 Regan, Julia A., Greenfield School, Milwau-
 kee
 Reichert, C. Lorena, 2124 Keyes Ave., Madi-
 son 5
 Restle, Elizabeth M., 1916 N. 84th St., Mil-
 waukee 13
 Rosenthal, P., 2530 N. 52nd St., Milwaukee
 Rothlisberg, Priscilla, 430 Grand Ave., Merrill
 Russell, Harris, 2402 Hansen Ave., Racine
 Rutherford, Howard S., 4358 N. 19th St.,
 Milwaukee 9
 Safford, Florence, 919 N. Fifth St., Sheboygan
 Sand, Oliver C., 2918 N. 75th, Milwaukee 10
 Sanford, George, 6035 W. Adler St., Mil-
 waukee 13
 Schaller, Valentine W., 1124 Swift Ave., She-
 boygan
 tSchnell, Fred S., 2722 Highland Ter., Sheboy-
 gan
 Schowalter, Harris, 4310 N. 16th St., Mil-
 waukee 9
 Schubert, Arthur, Auer Avenue School, Mil-
 waukee
 Senn, Florence, 1109 S. 17th St., Manitowoc
 Sicker, Lillian C., 2227 E. Hartford Ave., Mil-
 waukee 11
 Silbersack, Clarence R., Joseph Koenig School,
 Two Rivers
 Simon, Helen, Lincoln School, Madison
 Simonson, Lillian, 8 E. Gorham St., Madison 1
 Sims, Clyde C., 3517 W. Courtland Ave.,
 Milwaukee
 Sims, Morrison, 2029 N. 20th St., Milwaukee
 10
 Speerschnider, Mrs. Ethel, 727 S. Jackson St.,
 Green Bay
 Stevens, G. D., 405 Island Ave., Racine
 Stormonth, Peter, 404 E. Bradley Rd., Mil-
 waukee 9
 Stowe, Gustave, 9327 W. Lincoln, West Allis
 14
 Tabert, Anna H., 1810 W. Wisconsin Ave.,
 Milwaukee 3
 Taylor, J. Arthur, 1114 N. 17th St., Superior
 Taylor, Wilbert H., 305 Riverview Dr., Mani-
 towoc
 Tews, Richard, Brown Deer School, Milwau-
 kee 9
 Todd, Samuel B., Rt. 4, Waukesha
 Tower, Ethel F., Hamilton School, La Crosse
 Transon, Curtis, Supt., Door County Schools,
 Sturgeon Bay
 Tyler, Katherine, 314 Third St., Oconomowoc
 Uber, Cyril C., Burdge School, Beloit
 Ulrich, Louis E., Sr, 2430 N. 59th St., Mil-
 waukee
 Van Alstine, Frank L., 4780 N. Marlborough
 Dr., Milwaukee 11
 Vieth, Arnold, 2623 N. 38th St., Milwaukee 10
 Vuchetich, Frank J., 1211 Emerson, Beloit
 Walecka, John A., 1741 Wauwatosa Ave.,
 Wauwatosa 13
 Wandry, Walter, Congress School, Milwaukee 9
 Waterstreet, E. F., Free High School, Kewaunee
 Welling, Helen F., 233 Doty, Fond du Lac
 Wertschnig, Victor, Browning School, Mil-
 waukee 9
 Wiczynski, Bernard C., 3313 S. 11th St., Mil-
 waukee 7
 Williams, Howard J., R.R. 2, Box 172, Muk-
 wonago
 Wohlfarth, John P., Lincoln School, Cudahy
 Wunrow, Al J., 733 S. 26th St., Manitowoc
 Young, Jack, 4519 S. Pine Ave., Milwaukee 7
 Zeiler, Edward J., 3340 N. Santa Monica Blvd.,
 Milwaukee 11

Ziemann, Arthur H., Allen School, Milwau-
 kee 4

WYOMING

*Chambers, Margaret J., Lincoln School,
 Casper
 Dunlap, Mrs. Nona Uddell, Willard School,
 Casper
 Geist, Alfred, Alta Vista School, Cheyenne
 Hofmeier, Karl A., 125 W. Sixth St., Sheridan
 King, Dr. Luella M., 615 S. Center, Casper
 Kuiper, Thomas E., Supt. of Schools, Buffalo
 Lebbart, Lulu M., 500 W. 26th St., Cheyenne
 Long, Maude, Grant School, Casper
 Martin, Mrs. Mabel, Jefferson School, Green
 River
 McLaughlin, Eleanor, 1062 S. Elm St., Casper
 Moore, James H., Box 388, Riverton
 Robertson, Edith, Box 620, Green River
 Stinson, Adelle, Jefferson School, Casper
 Stouffer, Paul R., Supt. of Schools, Lander
 Thompson, E. M., Supt. of Schools, Rock
 Springs
 Walker, Laurence A., Box 454, Jackson
 Wright, C. C., Grade School, Frontier

ALASKA

Briggs, Charles, White Cliff School, Box 3041,
 Ketchikan
 Caldwell, C. C., Supt. of Schools, Anchorage
 tErickson, Everett R., Box 215, College
 Evans, B. Clarence, Box 531, Anchorage
 Fabricius, George J., Supt. of Schools, Wrangell
 Fernald, Sara J., Box 557, Sitka
 Leise, William K., Territorial School, Bethel
 Montgomery, C. L., Box 2109, Ketchikan
 Pendleton, James N., Supt. of Schools, Wasilla

CUBA

Alonso, Dra Andrea, Cuba 20 altos, Caibarien,
 Prov. Los Villas

HAWAII

Bohnenberg, Rebecca, Hilo Union School,
 Hilo
 Brandt, Mrs. Gladys A., Kapaa School, Kapaa,
 Kauai
 Brewer, Mrs. Lela R., Kamehameha Prepara-
 tory Dept., Bishop Hall, Honolulu 35
 Carter, Mrs. Beatrice, Kapalama School, 1601
 N. School St., Honolulu 51
 Couch, Mary J., Kauluwela School, 310 N.
 School St., Honolulu 52
 Eshelman, Carl, Hookena School, Kai Malino
 Faulkner, Robert Mardis, 1227 Pensacola St.,
 Honolulu 34
 Fennell, Lillian K., Box 525, Waipahu, Oahu
 Griswold, C. J., Aiea School, Box 246, Aiea
 Haia, William P., Hana School, Hana, Maui
 Hendry, Mrs. Eva, 1111 Victoria St., Honolulu 34
 Hobby, Mrs. Eleanor C., Box 255, Elele, Kauai
 Hugelen, Reinhart L., Likelike School, 1618
 Palama St., Honolulu 7
 Kamakawi, James C., Ross School, Box 88,
 Niihau
 Kanda, Stephen S., Box 277, Wahiawa, Oahu
 Kellogg, Eleanor A., Ewa School, Ewa, Oahu
 Kuhlmann, Mrs. Lucile E., Kalaheo, Kauai
 Lecker, George T., Ookala School, Ookala
 tLuiz, John C., Central School, Emma and
 Vineyard Sts., Honolulu 43
 Marcallino, Mrs. Mina M., Kekaha School,
 Kekaha, Kauai
 Morris, Dorothy C., University of Hawaii,
 Honolulu
 Riggs, Mrs. Mary E., Spreckelsville, Maui
 Shejdon, Mrs. Louisa P., Kapaa School, Kapaa,
 Kauai
 Soares, Anna, Lanakila School, Honolulu
 Spillner, Ernest, Elementary School, Hakaiau

Steigerwald, Arthur F., Kaunakakai School, Kaunakakai
 Sutherland, Mark M., Kōnawaena School, Kealahou, Kona
 Takamune, Thomas, Mt. View School, Mt. View
 Thomas, Mrs Myrtle H., Karulani School, Honolulu 31
 Webling, G. H., Box 2360, Honolulu
 †Wise, Cosmo Clyde, Wahiawa School, Wahiawa, Oahu

PUERTO RICO

Castillo, Mrs Alida Irizarry, Box 164, Lajas
 Ciuchini, Mrs Angela A., Box 87, Coamo
 Hernandez, Adolfo Jimenez, Association de Maestros de Puerto Rico, Apartado 1166, San Juan 6
 Rodriguez, Antonio, Jr., University of Puerto Rico, Rio Piedras
 Rodriguez, Mrs. Marina F., 3 Palacios St., Santurce
 Saez, Antonia, 1427 Americo Salas, Santurce 34

FOREIGN

Canada

Aitken, W. E. N., Normal School, Toronto
 Brennan, F., 274 Moritz St., Arvida, Quebec
 Johns, Harold P., Dir., Summer School of Educ., Bank of Nova Scotia Bldg., Victoria, B. C.
 Saez, Mrs Muriel, 701 Yates St., Victoria, B. C.
 †Stafford, Harold D., Inspector of Schools, Courtenay, B. C.
 Wheable, G. A., Board of Educ., London, Ontario

Philippine Islands

Bernardino, Vitaliano, Div. Supt of Schools, Boac, Marinduque
 Cangas, Roman, Mainit, Surigao
 Cayco, Florentino, Pres., Arellano Colleges, 598 Legarda St., Sampaloc, Manila
 Damiao, Hilarton, Placer, Surigao
 De Leon, Generosa, Centro Escolar University, Manila
 Di, Victoriano, Magdalena, Masbate
 Dumadag, Felusberto, Mainit, Surigao
 Fondevilla, Teofilo F., Corcuera, Romblon
 Gatpolintan, Rosendo, Dinagat, Surigao
 Mapalo, Ambrosio, Mainit, Surigao
 †Melocoton, Nestorio B., 916 Misericordia, Manila
 Mongaya, Jorge, Placer, Surigao
 Pastorin, José, Masbate, Masbate
 Silay, Candida, Placer, Surigao

Miscellaneous

Henderson, Norman K., Psychology Bldg., University of Queensland, Brisbane, Australia
 Moore, Victor E., Escola Americana, Rua General Urquiza, 223 Leblon, Rio de Janeiro, Brazil
 Wang, Mrs. Joan Meng, Chinese Embassy, Oslo, Norway
 Sosted, Harold A., Supvr. of Elem. Educ., Balboa, Panama Canal Zone
 Hermansson, Ester, Linnegatan 20, Gothenburg, Sweden

LIBRARIES AND EDUCATIONAL INSTITUTIONS

State Dept. of Education, 501 Dexter Ave., Montgomery 4, Ala.
 Hollis Burke Frissell Library, Tuskegee Institute, Tuskegee Institute, Ala.

Library, Arizona State Teachers College, Flagstaff, Ariz.
 Cartwright School, G. L. Downs, Prin., Phoenix, Ariz.
 Library, Arkansas Teachers College, Conway, Ark.
 General Library, University of Arkansas, Fayetteville, Ark.
 Library, State Agric. and Mech. College, Magnolia, Ark.
 Lincoln School, Central Ave., Alameda, Calif.
 Professional Library, 1414 Walnut St., Berkeley 7, Calif.
 University of California Library, Berkeley 4, Calif.
 Burbank Unified School District, Superintendent's Office, 245 E. Magnolia Ave., Burbank, Calif.
 Library, Chico State College, Chico, Calif.
 Compton City Schools, 604 S. Tamarind St., Compton, Calif.
 Bostonia School, 1930 Broadway, El Cajon, Calif.
 El Cajon School, 750 E. Main, El Cajon, Calif.
 Fresno County Free Library, School Dept., Fresno 1, Calif.
 Library, Fresno State College, Fresno 4, Calif.
 Teachers Library, Board of Education, 715 Locust Ave., Long Beach 2, Calif.
 Librarian, Mt. St. Mary's College, 12001 Chalon Rd., Los Angeles 24, Calif.
 Library and Textbook Section—Elementary, 1205 W. Pico Blvd., Room 208, Los Angeles 15, Calif.
 Library and Textbook Section—High School, 201 Sentous Street Center, 1205 W. Pico Blvd., Los Angeles 15, Calif.
 Library, University of California at Los Angeles, 405 Hilgard Ave., Los Angeles 24, Calif.
 Los Angeles Public Library, 530 S. Hope St., Los Angeles, Calif.
 Contra Costa County Free Library, Hall of Records, Room 119, Martinez, Calif.
 Bar V Ranch School, Neil V. Bullion, Nuevo, Calif.
 Oakland Public Library, 659 14th St., Oakland 12, Calif.
 Teachers Professional Library, Admin. Bldg., Room 201, 1025 Second Ave., Oakland 6, Calif.
 Pasadena City Schools, Elem. Cur. Coordinator, 351 So. Hudson Ave., Pasadena 4, Calif.
 Library, University of Redlands, Redlands, Calif.
 California State Library, Sacramento 9, Calif.
 Reference Library, Admin. Bldg., 825 Union St., San Diego, Calif.
 San Diego Teachers College, San Diego 5, Calif.
 ISUP-Y-QMIV-TOG-F31-JFZ, PTO, San Francisco Port of Embarkation, San Francisco, Calif.
 Teachers Professional Library, 750 Eddy St., San Francisco, Calif.
 Professional Library, Santa Barbara City Schools, 1232 De la Vina St., Santa Barbara, Calif.
 University of California, Santa Barbara Library, Santa Barbara, Calif.
 Library, College of the Pacific, Stockton, Calif.
 Curriculum Laboratory, P.O. Box 851, Ventura, Calif.
 Ventura County Free Library, Box 771, Ventura, Calif.
 Library, Tulare County, Visalia, Calif.
 Professional Library, Box 186, Boulder, Colo.
 Mary Reed Library, University of Denver, Denver 10, Colo.
 Library, Western State College of Colorado, Gunnison, Colo.

- Board of Education, Professional Library, 249 High St., Hartford 5, Conn.
 Teachers College of Connecticut, New Britain, Conn.
 Dept. of Education Library, Yale University, New Haven, Conn.
 Library, Wilson Teachers College, Washington 9, D. C.
 Miner Teachers College, Washington 1, D. C.
 Public Library, 455 Pennsylvania Ave. N. W., Washington, D. C.
 Library, University of Florida, Gainesville, Fla.
 P. K. Yonge School, Room 317, Gainesville, Fla.
 Cushman School, Biscayne Blvd. and 60th St., Miami 38, Fla.
 Library, School Dist. 4, 107 W. Ross Ave., Tampa, Fla.
 Library, University of Tampa, Tampa 6, Fla.
 Library, Albany State College, Albany, Ga.
 University of Georgia Libraries, Athens, Ga.
 Fulton County Teachers Library, 345 Washington St. S. W., Atlanta, Ga.
 Library, Georgia Teachers College, Collegeboro, Ga.
 Library, Emory University, Emory University, Ga.
 Junior High School, Burley, Idaho
 Ricks College Library, Rexburg, Idaho
 Library, Eastern Illinois State Teachers College, Charleston, Ill.
 Chicago Public Library, E. F. Young Room, 78 E. Washington St., Chicago 2, Ill.
 John Crerar Library, 86 E. Randolph St., Chicago, Ill.
 Librarian, Science Research Associates, 228 S. Wabash Ave., Chicago 4, Ill.
 Library, National Congress of Parents and Teachers, 600 S. Michigan Blvd., Chicago 5, Ill.
 Northwestern University, The Joseph Shaffner Library, 339 E. Chicago Ave., Chicago 11, Ill.
 Rand McNally and Co., Editorial Dept., 536 S. Clark St., Chicago 5, Ill.
 University of Chicago Libraries, Harper M 22, Chicago, Ill.
 Central School, H. W. Hightower, Penn., S. Fifth St., Effingham, Ill.
 Library, National College of Education, Evanston, Ill.
 Central School, 156 School St., Libertyville, Ill.
 Rockland School, Rockland Rd., Libertyville, Ill.
 Western Illinois State Teachers College, Macomb, Ill.
 Board of Education, Washington School, Maywood, Ill.
 Library, State Normal University, Normal, Ill.
 Bradley Polytechnic Institute, Library, Bradley Hall, Peoria, Ill.
 Illinois State Library, Springfield, Ill.
 In-Service Professional Library, 128 N. County St., Waukegan, Ill.
 Library, Skokie School, Winnetka, Ill.
 University School Library, c/o Margaret Giffin, Bloomington, Ind.
 Library, St. Francis College, 2701 Spring St., Ft. Wayne 8, Ind.
 Gary Public Library, Fifth Ave. and Adams St., Gary, Ind.
 Butler University Library, Indianapolis 7, Ind.
 Indiana State Library, 140 N. Senate Ave., Indianapolis 4, Ind.
 Library, Purdue University, Lafayette, Ind.
 Library, Ball State Teachers College, Muncie, Ind.
 Library, Iowa State College, Ames, Iowa
 Professional Library, 1001 Harrison St., Davenport, Iowa
 Dept. of Public Instruction, State Supt. Jessie M. Parker, Des Moines 19, Iowa
 Marshall School, Esther Helbig, Prin., Dubuque, Iowa
 Library, Bethany College, Lindsborg, Kans.
 University of Kansas, Ext. Div., Lawrence, Kans.
 Library, University of Kentucky, Lexington, Ky.
 Johnson Camden Library, Morehead State Teachers College, Morehead, Ky.
 Library, Eastern Kentucky State Teachers College, Richmond, Ky.
 Library, Louisiana State University, Baton Rouge 3, La.
 Materials Bureau, East Baton Rouge Schools, Room 201, Court House, Baton Rouge, La.
 Ft. Howard School, Isaac R. Foster, Prin., 3220 Cleveland Ave., New Orleans 15, La.
 Johnson Lockett School, 3240 Law St., New Orleans 17, La.
 Teachers Professional Library, 1835 Erato St., New Orleans 13, La.
 Bangor Public Library, Bangor, Maine
 State Teachers College, Farmington, Maine
 Library, University of Maine, Orono, Maine
 Enoch Pratt Free Library, Cathedral St., Baltimore, Md.
 Library, Johns Hopkins University, Charles and 34th Sts., Baltimore 18, Md.
 Library, State Teachers College, Frostburg, Md.
 Board of Education, Worcester County, Snow Hill, Md.
 Library, State Teachers College, Towson, Md.
 School Committee Office, Moore St., Belmont, Mass.
 D. C. Heath and Co., Trevor K. Serviss, 285 Columbus Ave., Boston 16, Mass.
 D. C. Heath and Co., Publicity Dept., 285 Columbus Ave., Boston 16, Mass.
 Public Library, Milton E. Lord, Boston, Mass.
 Library, Boston College, University Heights, Chestnut Hill, Mass.
 Library, State Teachers College, Fitchburg, Mass.
 Massachusetts Elementary School Principals Assn., 125 N. Maple St., Florence, Mass.
 State Teachers College Library, Lowell, Mass.
 Library, State Teachers College, North Adams, Mass.
 Library, Smith College, Northampton, Mass.
 Hebrew Teachers College, 14 Crawford St., Roxbury 21, Mass.
 Library, State Teachers College, Salem, Mass.
 Library, State Teachers College, 486 Chandler St., Worcester, Mass.
 General Library, University of Michigan, Ann Arbor, Mich.
 Detroit Public Library, 5201 Woodard Ave., Detroit 2, Mich.
 Library, Marygrove College, Detroit 21, Mich.
 Sisters of St. Francis, 8151 Rolyat Ave., Detroit 12, Mich.
 Zimmerman School, Corunna Rd. at Downey St., Flint 3, Mich.
 Library, Western Michigan College of Education, Kalamazoo 45, Mich.
 Michigan State Library, Lansing 13, Mich.
 State Teachers College, Bemidji, Minn.
 Board of Education, 226 N. First Ave. E., Duluth 5, Minn.
 Board of Education Library, Rooms 102 and 103, Jackson Bldg., 15th Ave. S. and Fourth St., Minneapolis, Minn.
 Minneapolis Public Library, Hennepin Ave. and Tenth St., Minneapolis, Minn.
 Library, State Teachers College, St. Cloud, Minn.
 St. Paul Public Library, Fourth and Washington Sts., St. Paul 2, Minn.

- Library, State Teachers College, Winona, Minn.
 Library, University of Mississippi, University, Miss.
 Library, Southeast Missouri State Teachers College, Cape Girardeau, Mo.
 Kansas City Public Library, Kansas City, Mo.
 Booker T. Washington School, 430 W. Adams Ave., Kirkwood, Mo.
 Lincoln School, 7917 Thomas Ave., Richmond Heights 17, Mo.
 Elementary School Principals Association, c/o Teachers Library, 911 Locust St., St. Louis, Mo.
 Library, Harris Teachers College, 1517 S. Theresa Ave., St. Louis 4, Mo.
 Professional Library, 911 Locust St., St. Louis 1, Mo.
 St. Louis Public Library, Olive, 13th and 14th Sts., St. Louis 3, Mo.
 Stowe Teachers College Library, 2615 Pendleton, St. Louis 13, Mo.
 Research Dept., Board of Education, 16 Selma, Webster Groves 19, Mo.
 Anaconda School Dist 10, Supt Fulton Gale, Anaconda, Mont.
 Library, Montana State Normal College, Dillon, Mont.
 Library, Montana State University, Missoula, Mont.
 Hastings College Library, Hastings, Nebr.
 Dept. of Education, Nebraska State Teachers College, Kearney, Nebr.
 Library, Nebraska State Teachers College, Kearney, Nebr.
 Union College Library, Lincoln, Nebr.
 University of Nebraska Libraries, Lincoln 8, Nebr.
 Library, Nebraska State Teachers College, Wayne, Nebr.
 State Board of Education, State House, Concord, N.H.
 Keene Teachers College, Keene, N.H.
 Free Public Library, Ave. C and 31st St., Bayonne, N.J.
 Chatham Public School 1, Chatham, N.J.
 State Teachers College, J. J. Savitz, Glassboro, N.J.
 School 1, Attn. Mr. St. Thomas, Broadway, Hackensack, N.J.
 School 3, Attn. Dr. Patterson, State St., Hackensack, N.J.
 School 6, Attn. Marie Hennes, Jackson Ave., Hackensack, N.J.
 Seton Hall College Library, 3044 Hudson Blvd., Jersey City, N.J.
 Martinsville School, Washington Valley Rd., Martinsville, N.J.
 Board of Education, 22 Valley Rd., Montclair, N.J.
 Library, Board of Education, 31 Green St., Newark 2, N.J.
 Newark Public Library, 5 Washington St., Newark 2, N.J.
 Seton Hall College Library, 40 Clinton St., Newark 2, N.J.
 Library, State Teachers College, Paterson, N.J.
 Ramsey Grammar School, Ramsey, N.J.
 Library, University of New Mexico, Albuquerque, N.Mex.
 Rodgers Library, University School, New Mexico Highlands University, Las Vegas, N.Mex.
 New Mexico State Teachers College, Training School, Silver City, N.Mex.
 State Teachers College, Brockport, N.Y.
 Bureau of Libraries, Room 210, 110 Livingston St., Brooklyn 2, N.Y.
 Junior High School 210, Rochester Ave. and Park Pl., Brooklyn 13, N.Y.
 Library, St. John's University, 75 Lewis Ave., Brooklyn, N.Y.
 Buffalo Public Library, Buffalo 3, N.Y.
 Mt. St. Joseph Teachers College Library, Agassiz Circle, Buffalo 14, N.Y.
 Library, St. Lawrence University, Canton, N.Y.
 State Teachers College, Fredonia, N.Y.
 Main Library, State Teachers College, Geneseo 6, N.Y.
 Office of Asst. Supt., School 82, 144th St. and 88th Ave., Jamaica 2, N.Y.
 Queens Borough Public Library, 89-14 Parsons Blvd., Jamaica 2, N.Y.
 C.G.U.S.F.A., (TOG-Z2-Attn Educ. Div.) APO 777, c/o Postmaster, New York, N.Y.
 C.G.U.S.F.E.T., (TOG-Y81-IFZ) APO 751, c/o Postmaster, New York, N.Y.
 Education Research Committee, G. L. Meyer, 60 E. 42nd St., New York 17, N.Y.
 Library, Jewish Educ. Committee of New York, Inc., 1776 Broadway, New York, N.Y.
 Library, New York University, Washington Square, New York 3, N.Y.
 Office of Asst. Supt., School 92, 179th St. and Clinton Ave., New York 57, N.Y.
 Admin Bldg., Room 33, Mr. Ambellan, 607 Walnut St., Niagara Falls, N.Y.
 Library, State Teachers College, Oneonta, N.Y.
 Library, State Teachers College, Oswego, N.Y.
 Library, State Teachers College, Plattsburg, N.Y.
 Main Library, State Teachers College, Potsdam, N.Y.
 Rochester Public Library, 115 South Ave., Rochester 4, N.Y.
 Women's College Library, University of Rochester, Rochester, N.Y.
 Roslyn High School, Attn. George E. Bryant, Roslyn Heights, N.Y.
 Professional Library, 108 Union St., Schenectady 5, N.Y.
 St. George Branch, New York Public Library, 14 Bay St., Staten Island 1, N.Y.
 Library, Syracuse University, Syracuse 10, N.Y.
 McKinley School, 141 W. Newell St., Syracuse, N.Y.
 Superintendent, Eastchester High School, Tuckahoe 7, N.Y.
 New York School for the Deaf, 555 Knollwood Rd., White Plains, N.Y.
 World Book Company, Attn. H. O. Field, 313 Park Hill Ave., Yonkers 5, N.Y.
 Library, Appalachian State Teachers College, Boone, N.C.
 North Carolina College for Negroes, Library, Durham, N.C.
 Library, East Carolina Teachers College, Greenville, N.C.
 Library, Winston-Salem Teachers College, Winston-Salem, N.C.
 Salem College Library, Winston-Salem, N.C.
 Library, State Teachers College, Minot, N.Dak.
 Professional Library, 70 N. Broadway, Akron 8, Ohio
 Chubb Library, Ohio University, Athens, Ohio
 Library, Baldwin-Wallace College, Berea, Ohio
 Public Library of Cincinnati, Vine St., Cincinnati, Ohio
 Teachers College, Athenaeum of Ohio, 28 Calhoun St., Cincinnati 19, Ohio
 Xavier University Library, Evanston Sta., Cincinnati 7, Ohio
 Board of Education, 1380 E. Sixth St., Room 306, Cleveland, Ohio
 Sisters College of Cleveland, 1027 Superior Ave. N.E., Cleveland 14, Ohio
 Library, Ohio State University, Columbus, Ohio
 Headquarters Library, Board of Education, 1470 Warren Rd., Lakewood 7, Ohio
 Central Junior High School, 116 W. Church St., Newark, Ohio
 Library, University of Toledo, 2801 W. Bancroft St., Toledo, Ohio

- Toledo Public Library, 325 Michigan St., Toledo 2, Ohio
 Antioch College Library, Yellow Springs, Ohio
 Board of Education, Graduate Study Center, 400 N. Walnut, Oklahoma City 4, Okla
 Library, Southern Oregon College of Education, Ashland, Oreg.
 Library, University of Oregon, Eugene, Oreg.
 Library, Oregon College of Education, Monmouth, Oreg.
 Curriculum Library, School Dist. 1, 631 N.E. Clackamas, Portland 8, Oreg.
 Guidance Center, 220 N.E. Beech St., Portland 12, Oreg.
 Library Association of Portland, 801 S.W. Tenth Ave., Portland 5, Oreg.
 Oregon State Library, Supreme Court Bldg., Salem, Oreg.
 School District 33, Vanport City 17, Oreg
 Easttown Township School District, First and Bridge Aves., Berwyn, Pa
 Superintendent's Office, Junior High School, Bradford, Pa.
 Carlisle High School Library, Graham St., Carlisle, Pa.
 Library, State Teachers College, Clarion, Pa
 Library, State Teachers College, East Stroudsburg, Pa.
 Erie Public Library, Erie, Pa
 Library, State Teachers College, Indiana, Pa.
 Bucknell University Library, Lewisburg, Pa.
 Library, State Teachers College, Lock Haven, Pa.
 Mifflinburg High School, c/o Prof. M W Earl Thomas, Mifflinburg, Pa.
 Allegheny County Schools, 345 County Office Bldg., Pittsburgh 19, Pa.
 Library, 160 Admin Bldg., Pittsburgh 13, Pa
 Library, State Teachers College, Shippensburg, Pa.
 Library, State Teachers College, Slippery Rock, Pa.
 Library, State Teachers College, West Chester, Pa.
 School District of Spring Township, Box 126, West Lawn, Pa.
 Library, Brown University, Providence, R.I.
 Professional Library, School, Dept., 20 Summer St., Providence, R.I.
 Providence Public Library, 229 Washington St., Providence, R.I.
 Principal, Elementary School, Walterboro, S.C.
 Maury County Circulating Library, Columbia, Tenn.
 Library, East Tennessee State College, Johnson City, Tenn.
 Davidson County School Library, 509 Court House, Nashville 3, Tenn.
 Elliott Library, 700 Broad St., Nashville 3, Tenn
 Library, George Peabody College for Teachers, Nashville 4, Tenn
 Extension Teaching Centers Dept., Room 303, University of Texas, Austin 12, Texas
 Library, University of Texas, Austin, Texas
 Bonham Public Schools, J B. Golden, Supt., Bonham, Texas
 Library, West Texas State Teachers College, Canyon, Texas
 Southern Methodist University, Fondren Library, Dallas, Texas
 Texas State College for Women, Library, Box 3715, Denton, Texas
 Library, College of Mines and Metallurgy, El Paso, Texas
 Public Library, Ft. Worth, Texas
 Colored Branch, Houston Public Library, Houston, Texas
 Library, University of Houston, Houston, Texas
 Library, Texas College of Arts and Industries, Kingsville, Texas
 Public Library, San Antonio, Texas
 Library, Temple Junior College, Temple, Texas
 Cache County School District, 179 N. Main St., Logan, Utah
 Library, Utah State Agricultural College, Logan, Utah
 Granite School District, 3212 S State St., Salt Lake City 5, Utah
 Library, University of Utah, Salt Lake City, Utah
 Superintendent of Public Instruction, 221 Capitol Bldg., Salt Lake City, Utah
 State Normal School, Johnson, Vt
 Rutland Public Schools, Box 48, Rutland, Vt
 Hampton Institute, School of Education, Hampton, Va.
 Library, State Teachers College, Radford, Va.
 Library, Western Washington College of Education, Bellingham, Wash
 Roeder School, Dupont and Eye Sts., Bellingham, Wash.
 Hargreaves Library, Eastern Washington College of Education, Cheney, Wash.
 Library, Central Washington College of Education, Ellensburg, Wash.
 Lind Consolidated Schools, Lind, Wash.
 Omak Public Schools, Dist. 19, Omak, Wash.
 Library, State College of Washington, Pullman, Wash
 Renton Elementary Schools, Box 359, Renton, Wash.
 EVIL-Y-QMIV-TOG-F31-JFZ, PTO, Seattle Port of Embarkation, Seattle, Wash.
 School of Education, University of Washington, Seattle 5, Wash.
 Seattle Public Library, Seattle 4, Wash
 Library, Holy Names College, Spokane 11, Wash.
 Spokane Public Library, Spokane, Wash
 Garfield School, Toppenish, Wash.
 Lieser Road School, Vancouver, Wash.
 Library, Bluefield State College, Bluefield, W. Va.
 Library, State Teachers College, Fairmont, W. Va.
 State Teachers College, Glenville, W Va.
 Library, Shepherd State Teachers College, Shepherdstown, W.Va
 Curriculum Dept., Board of Education, 351 W. Wilson St., Madison 3, Wis.
 Library, University of Wisconsin, Madison 6, Wis
 State Department of Public Instruction, State Capitol, Room 147 North Wing, Madison 2, Wis.
 Library, State Teachers College, Milwaukee, Wis.
 Milwaukee Public Library, 814 W. Wisconsin Ave., Milwaukee, Wis.
 Library, State Teachers College, Platteville, Wis.
 Racine Public Library, Racine, Wis
 State Teachers College, Stevens Point, Wis.
 Board of Education, George M. O'Brien, Supt., Two Rivers, Wis.
 Library, State Teachers College, Whitewater, Wis.
 U.S. Information Library, American Embassy, Brussels, Belgium
 Creston Valley United Schools, Elementary School, Creston, B.C., Canada
 Provincial Normal School, I. B. Rouse, Prin., Fredericton, N.B., Canada
 Bancroft, School, 4563 St. Urbain St., Montreal 14, Que., Canada
 The Principal, Imperial School, Regina, Sask., Canada
 The Principal, Lakeview School, Regina, Sask., Canada
 Library, University of British Columbia, Vancouver, B.C., Canada

- Canton University, Ting Waang Kai, Canton, China
 National Central Library, Cheng Hsien Chieh, Nanking, China
 Fujen University, Ting-Fu-Ta-Chieh, West City, Peiping, China
 Aurora University, Ave. Dubail, Shanghai, China
 Kwang Hua University, 221 Au-Yang Rd., Hong-kew, Shanghai, China
 Ta Hsia University, Chang Shan, North Rd, Shanghai, China
 U.S. Information Library, Attn. Joran Birke-land, American Legation, Copenhagen, Den- mark
 Ministry of Education, Missions Dept, Cairo, Egypt
 U.S. Information Library, American Legation, Helsinki, Finland
 Library of Hawaii, King at Punchbowl St., Honolulu 2, Hawaii
- Teachers College Branch, University of Hawaii Library, Honolulu, Hawaii
 U.S. Information Library, American Embassy, The Hague, Netherlands
 U.S. Information Library, American Embassy, Oslo, Norway
 Baldorioty Junior High School, Box 1247, San Juan, Puerto Rico
 Library, Department of Education, San Juan, Puerto Rico
 Librarian, Union Education Dept, Dr E 31/1/2, Pretoria, South Africa
 U.S. Information Library, American Legation, Stockholm, Sweden
 Press Section, American Legation, Bern, Switzer- land
 U.S. Information Service, American Embassy, Moscow, U.S.S.R (c/o Foreign Service Mail Desk, Department of State, Washington, D C)

State Associations of Elementary School Principals

IN THE following roster the symbol (1) is used to indicate the person reported as president and (2) is used to indicate the secretary.

- ALABAMA—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) R. L. Booker, Russell School, Mobile. (2) Mrs. Aurita D. Lyter, Eight Mile
- ARIZONA—PRINCIPALS' DEPARTMENT OF ARIZONA EDUCATION ASSOCIATION (1) Edwon L. Riggs, Creighton School, Phoenix. (2) Arden Staples, Longview School, Phoenix
- ARKANSAS—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Thomas Lee, Peabody School, Fort Smith (2) Mrs W. F. Deloach, Marianna
- CALIFORNIA—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Dana S. Frame, Bret Harte School, Sacramento. (2) Mrs. Kathleen H. Stevens, 5266 Village Green, Los Angeles 16
- COLORADO—ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS. (1) Robert Davis, 1911 N. Corona St., Colorado Springs (2) Hilda Bessee, 337 Gunnison Ave, Grand Junction
- CONNECTICUT—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Caroline C. Jourdan, Ivy School, New Haven (2) Laura B. Huenerberg, 889 Howard Ave., Bridgeport 5
- DISTRICT OF COLUMBIA—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Margaret K. Patterson, 1673 Columbia Rd., Washington. (2) Mrs Maud F. Roby, 4503 Oliver St., Riverdale, Md.
- DIVISIONS 10-13. (1) Mrs. Ruth Savoy, Briggs-Montgomery School, Washington 7. (2) Mrs. Rosa Jones, Giddings School, Washington 5
- FLORIDA—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS (1) G. F. Wilson, Ybor School, Tampa. (2) Lucille Ingram, Orange Grove Elementary School, Tampa
- GEORGIA—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Mrs. Rose B. Whitworth, Clark Howell School, Atlanta (2) Mrs. Annie Johnson, Peeples Street School, Atlanta
- ILLINOIS—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) J. Lewis Winegarner, 6611 W. 31st St., Berwyn. (2) W. C. Butler, Jefferson School, Charleston
- INDIANA—ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS. (1) Mrs. Henrietta W. Hudson, School No. 73, Indianapolis (2) M. B. Stump, School No. 46, Indianapolis
- IOWA—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) W. C. Yeager, 4820 4th Ave., Sioux City. (2) Fern Hayes, 766 Warden Apts., Ft. Dodge
- KANSAS—ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS. (1) Joe Burke, 2718 Lee Court, Topeka (2) C. P. Wetlaufer, 2703 Indiana Ave., Topeka
- LOUISIANA—ELEMENTARY PRINCIPALS' DEPARTMENT. (1) L. P. Resweber, Bastrop Central School, Bastrop. (2) J. Arthur White, Dibert School, New Orleans
- MAINE—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Edith Harmon, Lincoln School, South Portland. (2) Mrs. Helen Brackett, 24 Federal St., Brunswick
- MARYLAND—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Anna P. Rose, Chevy Chase Elementary School, Chevy Chase. (2) Edward Gursek, School #2, Baltimore
- MASSACHUSETTS—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) William H. McLin, Joseph Finberg School, Attleboro. (2) Lawrence Mantyla, Locke School, Arlington
- MICHIGAN—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Sherman Cross, DuBois School, Detroit. (2) Mrs. Ida McGuire, Sugnet School, Midland
- MINNESOTA—ELEMENTARY PRINCIPALS' ASSOCIATION (1) George L. Berry, 645 Asbury St., St. Paul. (2) Mildred K. Loughrea, 1335 Grand Ave., St. Paul
- MISSISSIPPI—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Anne Griffin, Clay Street School, Vicksburg. (2) Patsy Hathorn, 2000 Idelwild, Jackson
- MISSOURI—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS (1) J. Raymond Bills, Moreau Heights School, Jefferson City. (2) Wayne T. Snyder, Jefferson School, Kansas City
- NEBRASKA—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Florence Rainforth, Longfellow School, Hastings (2) Gladys M. Wilson, Dodge School, Grand Island
- NEW HAMPSHIRE—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Elsa Thunberg, 33 Highland St., Portsmouth (2) Margaret I. Simpson, 407 Middle St., Portsmouth
- NEW JERSEY—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Eleanor C. Yeager, Park Avenue School, Pleasantville. (2) Barbara Wolf, Jefferson School, Bergenfield
- NEW MEXICO—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Richard Mock, 413 S. Dartmouth, Albuquerque. (2) Harold Goff, 3212 Monterey Drive, Albuquerque
- NEW YORK—ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS. (1) R. DeWitt Morrison, Roosevelt School, Port Chester. (2) Charles W. Joyce, 719-721 Sibley Tower Bldg., Rochester 4
- NORTH CAROLINA—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) T. L. Looper, Gastonia Jr. High School, Gastonia. (2) Kate A. McIntyre, Central School, Laurinburg
- NORTH CAROLINA—NEGRO DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) J. W. Eaton, Lucille Hunter School, Raleigh. (2)

- Mrs Myrtolene Graye Fairview School, High Point
- OHIO—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) John H. Smith, 3847 Drakewood Drive, Cincinnati. (2) Dorothy L. Weagly, 2931 Neil Ave., Columbus
- OKLAHOMA—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. (1) Harvey Mullinax, Westwood Elem. School, Oklahoma City 8. (2) Alta Thomas, Wilson Elem. School, Oklahoma City 3
- OREGON—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Melvin F. Moore, Edison School, Eugene. (2) Mrs. Charlene Edwards, Philomath
- PENNSYLVANIA—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) James L. Beighle, Penn Valley, Narbeth (2) Robert M. Means, 234 Fairlamb Ave., Havertown
- RHODE ISLAND—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Catherine E. Hanley, Hanley Court, Pascoag. (2) Theresa V. McKenna, 528 Academy Ave., Providence
- SOUTH CAROLINA—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) T. H. Ulmer, Thoinwell Elementary School, Hartsville
- SOUTH DAKOTA—ELEMENTARY SCHOOL PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) Maud Johnston, 414 11th Ave., S.E., Aberdeen. (2) Ardath Van Tassell, Mitchell
- TENNESSEE—ELEMENTARY PRINCIPALS' SECTION. (1) R. N. Chenault, Warner School, Nashville. (2) Iva Sims Una School, Davidson County
- TEXAS—ELEMENTARY PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) Roy H. Rowland, Goose Creek Public Schools, Goose Creek (2) Gladys Simons, Rt. 6, Box 542, Fort Worth
- UTAH—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Leon F. Christiansen, Tremonton (2) Ronald Leonard, Bear River City
- VIRGINIA—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Pauline C. Gorham, Jefferson School, Alexandria. (2) Harriet L. Simpson, West End School, Roanoke
- WASHINGTON—DIVISION OF ELEMENTARY SCHOOL PRINCIPALS. (1) Wilbur Daniel, John Hay School, Seattle (2) J. E. Zylstra, Elementary Schools, Marysville
- WEST VIRGINIA—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) James Moler 401 S. George St., Charles Town. (2) Cecil Gates, Second Ward School, Morgantown
- WISCONSIN—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Edna Mumm, 911 Emerson St., Beloit. (2) Mrs. Ethel Speers-schneider, 727 S. Jackson St., Green Bay
- WYOMING—ELEMENTARY PRINCIPALS' CLUB. (1) Karl A. Hofmeier, 125 W. 6th, Monarch. (2) Lulu Lebhart, 500 W. 26th St., Cheyenne

Sectional Associations of Elementary School Principals

THESE include organizations in counties, districts, zones and similar divisions of the states. In the following roster the symbol (1) is used to indicate the person reported as president and (2) is used to indicate the secretary.

- ALABAMA—BLOUNT COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) C. B. Phillips, Rt. 1, Trafford. (2) C. B. Warren, Oneonta
- ARIZONA—SALT RIVER VALLEY ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) W. L. Longan, Alma School, Mesa (2) T. V. Pyle, Buckeye School, Buckeye
- CALIFORNIA—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION.
- BAY SECTION. (1) Robert N. Rushforth, Cragmont School, Berkeley 8. (2) Raymond J. Fisher, 314 Saratoga, Los Gatos
- CENTRAL SECTION. (1) Rulon P. Keetch, Standard School, Oildale. (2) Glenn Jacobsen, Mt. View School, Bakersfield
- CENTRAL COAST SECTION. (1) Carl Lundberg, 560 Santa Maria St., Salinas. (2) Virginia Rocca, Alisal School, Salinas
- NORTH COAST SECTION. (1) Robert H. Madsen, Korbelt, Humboldt County (2) Neva Cannon, Fort Bragg, Mendocino County
- NORTHERN SECTION. (1) John H. Palmer, 415 Seventh St., Marysville. (2) Richard Corbin, Redding
- SOUTHERN SECTION. (1) Louis Cook, Jr., 257 Coronado Ave., Long Beach 3 (2) Marcella L. Richards, 1701 S. 8th St., Alhambra
- CONTRA COSTA COUNTY PRINCIPALS' ASSOCIATION. (1) Thomas Evans, Concord. (2) James Keeler, Port Chicago
- MONTEREY COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) S. Cedric Jasper, 70 Via Ventura, Monterey (2) M. T. Joseph, 880 A Ocean Ave., Monterey
- ORANGE COUNTY ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Paul G. Jungkeit, Box 66, Olive
- SAN BERNARDINO COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Dean Carlton, 624 Monterey, Redlands. (2) Mary Peters, 952 N. Fourth Ave., Upland
- SANTA CRUZ COUNTY PRINCIPALS' ASSOCIATION. (1) Mrs. Eleanor Fortes, Box 307, Capitola. (2) Mrs. Eva Bulich, Box 157, Aptos
- SONOMA COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Linda Jobe, 1132 Slaus St., Santa Rosa. (2) Carl J. Penn, 1119 Morgan St., Santa Rosa
- TULARE COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Jay L. Bessey, Box W,

- Strathmore. (2) F. Ewing Bone, Rt. 1, Box 16, Lindsay
- COLORADO**—ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS.
- SOUTHERN DIVISION. (1) Donald Crowder, Lowell School, Colorado Springs. (2) Victoria Cristiano, Strack School, Pueblo
- FLORIDA**—PINELLAS COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Margaret Stine, Lakeview School, St. Petersburg. (2) Mabel Kelso, Roser Park School, St. Petersburg
- SANTA ROSA COUNTY PRINCIPALS' ASSOCIATION. (1) A. L. Gillman, Rt. 2, Milton. (2) A. D. McCall, Rt. 3, Milton
- GEORGIA**—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION.
- FIRST DISTRICT. (1) Reginald W. Thompson, Wesley. (2) Mrs. Neva Williamson, Soperton
- SECOND DISTRICT. (1) Harold E. Mufree, Rt. 1, Hartsfield. (2) Mrs. E. W. Gordon, Ready Creek School, 119 2nd Ave., S.W. Moultrie
- THIRD DISTRICT. (1) Mack Turner, Edgewood School, Columbus.
- FOURTH DISTRICT. (1) Mrs. Dessa F. Henderson, College Street School, Carrollton. (2) Mrs. J. H. McGiboney, Tallapoosa School, Carrollton
- FIFTH DISTRICT. (1) Mrs. Mary H. Freeman, Avondale Estates. (2) Mrs. Margaret Brown, E. P. Howell School, Atlanta
- SIXTH DISTRICT. (1) Mary Simpson, 501 West Green St., Milledgeville. (2) Mrs. P. N. Bevins, Vinson Heights, Milledgeville
- SEVENTH DISTRICT. (1) Ethel Simmons, Trion City School, Trion. (2) Lillie Paynes, Cedartown
- EIGHTH DISTRICT. (1) Mrs. Clyde Carpenter, Jessup. (2) Pauline Culbreth, Waycross
- NINTH DISTRICT. (1) Charles C. Tate, Commerce. (2) Louise McKinney, Rabun Gap
- TENTH DISTRICT. (1) A. D. Gaskin, William Robinson School, Augusta.
- FULTON COUNTY PRINCIPALS' CLUB.** (1) E. P. McIlwain, 1890 Bankhead Ave., Atlanta. (2) Pauline Cash, Harris Street School, East Point
- RICHMOND COUNTY PRINCIPALS' COUNCIL.** (1) A. D. Gaskin, 1118 Murphy St., Augusta. (2) Alcanda Tarver, 1015 Russell St., Augusta
- TRENTLEN COUNTY PRINCIPALS' ASSOCIATION.** (1) Mrs. Neva Williamson, Soperton. (2) Mrs. Johnnie Moring, Soperton
- IOWA**—ELEMENTARY PRINCIPALS' OF SOUTHEAST IOWA. (1) Rheda Coates, 1755 Dill St., Burlington. (2) Merle Wilson, Agassiz School, Ottumwa
- LOUISIANA**—CADDOPARISH SCHOOL ADMINISTRATORS' CLUB. (1) Mrs. Alice Edwards, Jewella School, Shreveport
- MARYLAND**—ALLEGHENY COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Sara Wright, 313 Greene St., Cumberland. (2) Grace Filer, Frostburg
- MONTGOMERY COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Elsie D. Bosley, Lynnbrook School, Bethesda. (2) Mrs. Grace Howes, Rockville
- PRINCE GEORGE'S COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mary R. Schultz, 1327 16th St., N.W., Washington, D.C. (2) Mildred Hickman, Seat Pleasant
- MASSACHUSETTS**—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION
- DISTRICT 10. (1) K. Merton Bozian, Frost School, Westford. (2) Agnes H. Hedberg, Winslow School, Norwood
- NORTH SHORE ELEMENTARY SCHOOL PRINCIPALS' GROUP. (1) J. Henry Higgins, 162 Lowell St., Peabody. (2) Ruth Simmons, 66 Essex St., Beverly
- MISSOURI**—PEMISCOT COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) James Cassidy, Cooter. (2) Nota Grinstead, Deering
- ST. LOUIS COUNTY. (1) Owen Thompson, Central School, Wellston. (2) Ruby Taylor, Buder School, Home Heights
- NEW JERSEY**—ATLANTIC COUNTY ASSOCIATION OF PUBLIC SCHOOL ADMINISTRATORS AND SUPERVISORS. (1) Mabel C. Castle, Madison Ave. School, Atlantic City. (2) Ross H. Sullivan, Leeds Ave. School, Pleasantville
- BERGEN COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Jessie F. George, 623 Lincoln Blvd., Westwood. (2) Michael Gioia, Hasbrouck Heights
- CUMBERLAND COUNTY PRINCIPALS' ASSOCIATION. (1) Mrs. Harry McCormiston, 215 Pine St., Millville
- NEW MEXICO**—DONA ANA COUNTY PRINCIPALS' ASSOCIATION. (1) Waldo Depinbrink, Garfield. (2) Mrs. Dorothy Narrance, Anthony
- NEW YORK**—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION.
- CENTRAL ZONE. (1) Vernon L. Lee, North School, Herkimer
- NASSAU COUNTY ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Lillian Y. Weatherlow, Brookville, Glen Head. (2) Dr. Roland M. Chatterton, Merrick
- ROCKLAND COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Kenneth Souva, Lakeside School, Spring Valley. (2) Elizabeth Hochman, Pearl River
- OHIO**—DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS.
- NORTHWESTERN DISTRICT. (1) Milo Treece, Fostoria
- SOUTHEASTERN DISTRICT. (1) DeWitt Terry, Jasper
- SOUTHWESTERN DISTRICT. (1) Harry E. O'Neal, Columbian School, Cincinnati. (2) D. E. Everett, Dale Park, Mariemont
- ELEMENTARY PRINCIPALS OF SUBURBAN CLEVELAND. (1) Helen Ullum, 11709 Lake Ave., Lakewood. (2) Anna L. Overturf, 3107 Brookdale, Cleveland
- OREGON**—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION.
- CENTRAL REGION. (1) Eugene L. Knott, Kent. (2) Ivan Luman, Madras
- EASTERN REGION. (1) Walter McPartland, Nyssa. (2) Floyd McLinn, La Grande
- SOUTHERN REGION. (1) Cecil L. Roberts, Riverside School, Grants Pass. (2) Joe Fader, Washington School, Ashland
- WASHINGTON COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Errol Hassell, Tigard
- PENNSYLVANIA**
- SUBURBAN PHILADELPHIA ELEMENTARY PRINCIPALS' ASSOCIATION. (1) James L. Beighle, Bryn Mawr School, Bryn Mawr. (2) J. O. Carson, McKinley School, Abington
- TENNESSEE**—EAST TENNESSEE ELEMENTARY PRINCIPALS' SECTION. (1) Roy B. Terry, 306 Clifton Hills, Chattanooga 7. (2) Ruth Winton, Petros
- MIDDLE TENNESSEE ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Frances Patterson, Donelson. (2) Roberta Sindle, Gallatin
- PUTNAM COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Grady Nichols, Rt. 5, Cookeville. (2) Mrs. Lora Huddleston, Bloomington Springs
- TEXAS**—ELEMENTARY PRINCIPALS' AND SUPERVISORS' ASSOCIATION.

- DISTRICT 1. (1) Gerald Jones, Lubbock School, Houston (2) Mrs. G. N. Polk, 623 West Fourth Street, Freeport
- DISTRICT 2. (1) Hazel McConoghey, 1642 W. Craig Pl., San Antonio 1. (2) J. Marshall Butz, Box 337A, Rt. 2, San Antonio 1
- DISTRICT 3. (1) C. T. Blasingame, 2825 Austin St., Corpus Christi
- DISTRICT 4. (1) Mrs. Reuby S. Rhodes, McWhorter School, Lubbock. (2) Mrs. Guy L. Trow, 2010 25th St., Lubbock
- DISTRICT 5. (1) Mrs. W. M. Crabtree, Austin School, Grand Prairie. (2) Grady L. Coates, Terrell
- DISTRICT 8. (1) Percy Burk, Gaston School, Joinerville. (2) Mrs. Vera Covington, Rural Supervisor, Center
- DISTRICT 9. (1) Robert H. Birchfield, San Jacinto School, Amarillo (2) Mrs. Madge Warren, Childress
- DISTRICT 10. (1) Mrs. J. M. Wilson, Marlin. (2) Sarah Holman, Corsicana
- TRI-COUNTY PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) J. L. Gibbons, Elementary School, Gladewater. (2) Elizabeth Huback, Kilgore Ind School, Kilgore
- UTAH—ALPINE SCHOOL DISTRICT ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Ray S. Merrill, Pleasant Grove. (2) Marvin Allen, R.D., Provo
- GRANITE DISTRICT ELEMENTARY PRINCIPALS' CLUB. (1) Raymond B. Wrigley, 2149 Green St., Salt Lake City 4. (2) Clark Frei, 875 Sherman Ave., Salt Lake City
- VIRGINIA—DISTRICT J BRANCH, DEPARTMENT OF ELEMENTARY PRINCIPALS. (1) John T. Webner, Gordonsville. (2) Mrs. T. C. Johnson, 705 Evergreen Ave., Charlottesville
- FAIRFAX COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Rebecca Owen, Lorton. (2) Mrs. Sylvia Allen, Woodbridge
- NORFOLK COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Miss M. R. Kiracoff, 1800 Cedar St., Norfolk 2 (2) Garfield Shafer Jr., 203 Carney St., Portsmouth
- PITTSYLVANIA COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mildred Lee Slayton, 721 N. Main St., Danville. (2) Ethel Martin, Martinsville Rd., Danville
- ROANOKE COUNTY ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. May C. Duncan, 1406 Rugby Blvd., Roanoke. (2) Mrs. Eleanor Garrett, 136 Taylor Ave., Salem
- WEST VIRGINIA—ELEMENTARY PRINCIPALS' ASSOCIATION.
- BARBOUR COUNTY. (1) Bretsel Harris, Belington. (2) Mrs. Fern Melie, Philippi
- BERKELEY COUNTY. (1) Granville Shirley, Bunker Hill. (2) Lee Siler, Martinsburg
- BOONE COUNTY. (1) I. L. Jeffrey, Jeffrey
- BRAXTON COUNTY. (1) Vaughn H. Duffield, Gassaway. (2) Janie Marple, Flatwoods
- BROOKE COUNTY. (1) F. H. Barnhart, 1037 Virginia Ave., Follansbee (2) Luta Gordan, Bethany
- CABELL COUNTY. (1) Genevieve Forsythe, 234 9th Ave., Huntington. (2) Mrs. Bernice Sullivan, 715-4th St., West Huntington
- CALHOUN COUNTY. (1) Paul B. Powell, Grantsville. (2) Mrs. A. E. Weaver, Grantsville
- CLAY COUNTY. (1) Sylvester Mullins, Box 184, Clay. (2) Madeline Shelton, Clay
- DODDRIDGE COUNTY. (1) Fred Freeman, Morgansville. (2) Gertrude Smith, Salem
- FAYETTE COUNTY. (1) Cecil L. Thompson, Montgomery. (2) R. E. Cavendish, Oak Hill
- GILMER COUNTY. (1) Clyde Strader, Tanner (2) Pearl Pickens, Glenville
- GRANT COUNTY. (1) C. D. Sions, Petersburg. (2) Merlin Reel, Maysville
- GREENBRIER COUNTY. (1) Margaret Harrah, Crawley (2) Howard S. Scott, Roncverte
- HAMPSHIRE COUNTY. (1) Edgar J. Scanlon, Levels. (2) S.W. Judy Romney
- HANCOCK COUNTY. (1) Mary Sutton, R.D., Weirton. (2) Mrs. Grace Ralston, Cove School, Holliday's Cove
- HARDY COUNTY. (1) Ira Combs, Needmore. (2) Ernest Strawderman, Lost City
- HARRISON COUNTY. (1) Cecil H. Wagner, McWhorter. (2) Frances Hanlan, Clarksburg
- JACKSON COUNTY. (1) Willard Kessel, Evans. (2) O. P. Davis, Ripley
- JEFFERSON COUNTY. (1) Mrs. Elsie Trail, Charles Town. (2) Ethel Henkle, Halltown
- KANAWHA COUNTY. (1) Milan D. Howard, 6517 Roosevelt Ave., Charleston (2) Mrs. Emelyn M. Myers, 708 Main St., Charleston
- LEWIS COUNTY. (1) Herbert Peterson, Rt 1, Weston. (2) Mrs. March Linger Butcher, Weston
- LINCOLN COUNTY. (1) Ebb Cummings, Sias. (2) Mrs. Natala Adkins, Porter Fork School, Yawkey
- LOGAN COUNTY. (1) Mrs. Beuna White, Logan. (2) Amy Ecols, Monclo
- MARION COUNTY. (1) F. Walter Cox, 1024 Fennimore St., Fairmont. (2) Larney Gump, Barracksville
- MARSHALL COUNTY. (1) Thomas B. Welch, 1012 Logan St., McMechen (2) Dorothy Dean, McMechen
- MASON COUNTY. (1) Milton Burdette, Leon (2) Sarah Roush, New Haven
- MCDOWELL COUNTY. (1) W. H. Morgan, Raysal (2) Goldia O'Neal, Welch
- MERCER COUNTY. (1) William Hatcher, Bluefield. (2) Clinton D. Lilly, Bluefield
- MINERAL COUNTY. (1) M. M. Heiskell, 11 Carpenter Ave., Ridgeley. (2) Stewart M. Payne, Piedmont
- MINGO COUNTY. (1) Stuart Gose, Matewan. (2) Stella Presley, North Matewan
- MONONGALIA COUNTY. (1) Mrs. Isabel Glover, 160 Fayette St., Morgantown. (2) Ava E. Hall, Stewartstown Rd., Morgantown
- MONROE COUNTY. (1) H. M. Harvey, Union. (2) Mrs. Ethelene Cook, Gap Mills
- MORGAN COUNTY. (1) A. G. Davison, Berkeley Springs (2) Mrs. Lottie O. Cupp, Berkeley Springs
- NICHOLAS COUNTY. (1) Harry Straley, Richwood. (2) Mrs. Byrna Cavendish, Tipton
- OHIO COUNTY. (1) D. A. Hile, 888 National Rd., Wheeling. (2) Lydia Clemens, 42 East Cross St., Elm Grove
- PENDLETON COUNTY. (1) O. R. Mallow, Upper Tract. (2) O. R. Hammer, Franklin
- PLEASANTS COUNTY. (1) Oran B. Farren, St. Marys (2) Edgar E. Simonton, Belmont
- POCAHONTAS COUNTY. (1) J. Z. Johnson, Marlinton. (2) Pearl Carter, Marlinton
- PRESTON COUNTY. (1) Summers McCrum, Jr., Kingwood. (2) Paul E. Jenkins, Albright
- PUTNAM COUNTY. (1) Roy McClanahan, Poca. (2) Estil Lewis, Eleanor
- RALEIGH COUNTY. (1) Norval R. Cooke, 209 Orchard Ave., Beckley (2) Bess N. Head, Slab Fork
- RANDOLPH COUNTY. (1) E. L. Irons, 24 Pleasant Ave., Elkins (2) Mrs. Clara Manning, 316 2nd St., Elkins
- RITCHIE COUNTY. (1) Kenneth Cottrill, Macfarlan. (2) Hosea Prather, Smithville
- ROANE COUNTY. (1) Elizabeth Rhodes, Spencer
- SUMMERS COUNTY. (1) Minnie Cox, Hinton (2) Josephine Gardner, Hinton
- TAYLOR COUNTY. (1) Fred D. Robinson,

227 Maple Ave., Grafton. (2) Loutsa Baughman, 306 Virginia Ave., Grafton
TUCKER COUNTY. (1) Felix Colabrese, Albert (2) Mrs Naomi W Kneisly, Davis
TYLER COUNTY. (1) Mrs Mildred McCoulough, Alma. (2) Mrs Clara B. Johnson, Sistersville
UPSHUR COUNTY (1) Daniel Jones, Frenchton
WAYNE COUNTY (1) L. L. Lycan, Fort Gay (2) Julia P Hawes, Kenova
WEBSTER COUNTY. (1) Mrs Frank Marsh

Shumaker, Webster Springs. (2) Mrs Berlin Anderson, Webster Springs
WLIZEL COUNTY. (1) Ray Berger, Paden City. (2) J Leroy Roberts, Pine Grove
WIRT COUNTY. (1) Mamie Cheatham, Elizabeth
WOOD COUNTY. (1) C C. Shutts, 1714 Park St., Parkersburg. (2) Edwin R. Amos, Rt. 5, Parkersburg
WYOMING COUNTY. (1) Vaughn Stewart, Pineville

Local Associations of Elementary School Principals

IN THE following roster the symbol (1) is used to indicate the person reported as president and (2) is used to indicate the secretary.

ABILENE, TEXAS—ELEMENTARY PRINCIPALS' CLUB (1) M. M. Sheffield, 1125 Hickory St (2) S E Pass, 1025 Meander St
AKRON, OHIO—ELEMENTARY PRINCIPALS' ASSOCIATION (1) Margaret Rook, 250 Crescent Drive. (2) Lillian Madden, 394 Greenwood Ave
ALEXANDRIA, VA.—PRINCIPALS' ASSOCIATION. (1) Julia MacGregor, 400 South Washington St (2) Mrs. Lillian Noland, Lee School
ALTOONA, PA.—ELEMENTARY PRINCIPALS' AND SUPERVISORS' ASSOCIATION (1) Mary E Crist, 1204 Nineteenth Ave. (2) Caroline E Eckels, 423 Twenty-Fifth Ave.
AMARILLO, TEXAS—PRINCIPALS' AND SUPERVISORS' CLUB. (1) Floyd A Hemphill, Margaret Wills School. (2) Violet B Davidson, Alice Landergin School
ATLANTA, GA—ELEMENTARY PRINCIPALS' CLUB (1) Pauline Martin, 126 Third Ave., Decatur (2) Jessie Carson, 860 Capitol Ave.
ATLANTIC CITY, N.J.—ABSECON ISLAND PRINCIPALS' ASSOCIATION. (1) Ethel C Hammell, Massachusetts Avenue School (2) Margaret Buchanan, Richmond Avenue School
BALTIMORE, MD—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs Ellen S. Griffiths, School No. 225. (2) Nanette S. Levin, School No 62
BALTIMORE, MD.—ASSOCIATION OF ADMINISTRATORS AND SUPERVISORS IN COLORED SCHOOLS (1) William N Parrott, School No 125 (2) Sarah I Sampson, 741 Dolphin St.
BAY CITY, MICH—ELEMENTARY PRINCIPALS' CLUB. (1) Elizabeth Seebeck, 1504 Elizabeth. (2) Carolyn White, 706 Salsburg
BERKELEY, CALIF.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Helen Maslin, Hillside School. (2) Carol B. Johnson, Jefferson School
BEVERLY, MASS.—ELEMENTARY PRINCIPALS' CLUB. (1) Amy M. Striley, Prospect School (2) Edna I. Barron, 4 Larcom Ave
BIRMINGHAM, ALA—ELEMENTARY PRINCIPALS' CLUB. (1) H Claxton Sparks, Ingle-

nook School. (2) Elsie H'Dillon, Lee School
BLOOMINGTON, IND.—PRINCIPALS' CLUB. (1) Dr. D L. Simon, 902 S. Rogers St. (2) Glen Allen, 2024 E Third St.
BRISTOL, CONN—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Caro M. Gray, Clarence A. Bingham School (2) Harold R. French, John J. Jennings School
BUFFALO, N.Y.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Ray W. Smith, 161 Ben-zinger St. (2) Ambrose A Grine, 349 Busti Ave.
CANTON, OHIO—WOMEN PRINCIPALS' CLUB. (1) Dorothy L. Fishel, 802 Park Ave., S.W. (2) Mrs. Katharine M. Mansfield, 117 Park Ave., S.W.
CASPER, WYO—ELEMENTARY PRINCIPALS' CLUB. (1) Margaret Chambers, Lincoln School. (2) Mae I Winter, Park School
CEDAR RAPIDS, IOWA—ELEMENTARY PRINCIPALS' CLUB. (1) Isabella J. Campbell, 1400 Second Ave., S.E. (2) Florence Gritzner, 1225 Second Ave., S.E.
CHATTANOOGA, TENN.—ELEMENTARY PRINCIPALS' CLUB. (1) Virgil L Bible, Chattanooga 4. (2) Dorothy Woodard, 323 Georgia Ave., Chattanooga 3
CHICAGO, ILL—PRINCIPALS' CLUB. (1) Leo Frederick, 7710 Burnham Ave. (2) Isabella E. Fitzsimons, 7300 Merrill Ave
AUXILIARY I. (1) Elizabeth G Howland, 6167 Caldwell Ave. (2) Mildred M Minogue, 612 Ridge Ave., Evanston
AUXILIARY II. (1) Marguerite Gerrity, Chase School (2) Dr. Elfriede M Ackermann, Langland School
AUXILIARY III. (1) Elizabeth M. Shanley, 1318 Thorndale Ave. (2) F. Marie O'Leary, 6757 Ridgeland Ave.
AUXILIARY IV. (1) Mary G. Leist, 6345 University Ave. (2) Catherine E. Conner, 3242 N. Magnolia Ave.
AUXILIARY V. (1) Kathleen M Gibbons, 8006 S. Loomis Blvd. (2) Florence C Knight, 4615½ Drexel Blvd.
AUXILIARY VI. (1) Ray A. Buxler, 12123

- Normal Ave. (2) Catherine C. Leach, 6710 Merrill Ave.
- AUXILIARY VII. (1) Chris L. Cooper, 4133 Drexel Blvd. (2) Mary D. Mulroy, 5476 Hyde Park Blvd
- ELLA FLAGG YOUNG CLUB FOR WOMEN PRINCIPALS. (1) Gretta M. Brown, 1332 E. 56th St. (2) Mary M. Sullivan, 6719 Sheridan Rd.
- GEORGE HOWLAND CLUB OF MEN PRINCIPALS. (1) J. Chester Bilhorn, 3846 N. Kedvale Ave. (2) Evan Clogston, 4048 Avers Ave.
- CINCINNATI, OHIO—ELEMENTARY SCHOOL PRINCIPALS' CLUB (1) F. Rudolph Jacobs, 1605 Anderson Ferry Rd. (2) Elizabeth Guilfoile, 14 S. Ft. Thomas Ave., Ft. Thomas, Ky
- CLEVELAND, OHIO—ELEMENTARY PRINCIPALS' CLUB. (1) Julia Kratovila, 9721 Dickens Ave. (2) Laura May, 11412 Ashbury Ave.
- CLIFTON, N. J.—PRINCIPALS' ASSOCIATION. (1) George Walker, School No. 11. (2) Eleanor Sennigen, School No. 15.
- COLUMBUS, OHIO—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) E. B. Graham, 325 Crestview Rd. (2) Mary Cummins, 3636 N. High St
- CORPUS CHRISTI, TEXAS—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) M. L. Laogford, 3033 Topeka. (2) James T. Buck, 2506 Crews
- DALLAS, TEXAS—PRINCIPALS' CLUB. (1) W. O. Pipes, North Dallas High School. (2) Mayme Wheelless, William Lipscomb School.
- DANVILLE, ILL.—PRINCIPALS' CLUB. (1) R. G. Seitzinger, 510 W. Voorhees St. (2) Blanche Thomas, 709 N. Vermilion St.
- DAYTON, OHIO—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) L. E. Frederick, 1832 Auburn Ave (2) Mrs. Sue Beeghly, 1833 Auburn Ave
- DENVER, COLO.—PRINCIPALS' AND DIRECTORS' ASSOCIATION. (1) Aubrey T. Bennett, Montclair School (2) Kate W. Kinyon, 414 14th St.
- DES MOINES, IOWA—SCHOOLMASTERS' CLUB. (1) Gaylord L. Troe, 2610 37th St. (2) Elmer Betz, Des Moines Tech High School
- DETROIT, MICH.—ELEMENTARY SCHOOL PRINCIPALS' CLUB. (1) Florence Kuhn, Herman School (2) Mrs. Bertha Waltsgett, Pulaski School
- DETROIT, MICH.—WOMEN PRINCIPALS' CLUB. (1) Gladys M. Little, Greusel Intermediate School. (2) Hildred Jarvis, 453 Stimson
- DUBUQUE, IOWA—ELEMENTARY PRINCIPALS' CLUB (1) Elsa Schroeder, 865 Rose St. (2) Esther Helbig, 1033 Montrose Terrace
- DULUTH, MINN.—PRINCIPALS' AND SUPERVISORS' CLUB. (1) R. D. Chadwick, Duluth Junior College (2) Olive Pnne, Board of Education
- ELIZABETH, N. J.—PRINCIPALS' ASSOCIATION. (1) J. Francis Gallagher, Hamilton Junior High School. (2) Mrs. Eleanor Delaney, School No. 19
- ELKHART, IND.—ELEMENTARY PRINCIPALS' CLUB. (1) Allen Weldy, 2101 Prairie St. (2) Ray P. Hendrickson, 1808 W. Franklin St
- EL PASO, TEXAS—ELEMENTARY PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) J. M. Whitaker, 3208 Richmond (2) Naomi Jameson, 2911 Savannah
- ERIE, PA.—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Charles B. Cross, 926 W. 7th St. (2) Melvin E. Morse, 507 W. 28th St.
- EVANSTON, ILL.—PRINCIPALS' CLUB. (1) Alice Paulsrd, 1205 Sherwin Ave., Chicago (2) Mrs. Mary Shaw, 638 Elmwood Ave.
- FALL RIVER, MASS.—ELEMENTARY PRINCIPALS' CLUB. (1) Gertrude M. Hudley, Highland School. (2) Mary Holt, Wm. Connell School
- FLINT, MICH.—ELEMENTARY PRINCIPALS' CLUB. (1) May Pascoe, 2005 Francis Ave. (2) Dorah Young, 224 East Court St.
- FORT WORTH, TEXAS—ASSOCIATION OF PRINCIPALS AND VICE-PRINCIPALS (1) Gladys Miller, West Van Zandt School. (2) Katherine Ashburn, S. S. Dillow School
- GALVESTON, TEXAS—ELEMENTARY PRINCIPALS' CLUB. (1) Elect different chairman monthly. (2) Marguerite M. Quibedeaux, Davy Crockett School
- GLENDALE, CALIF.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Byron Durlley, Lincoln School, La Crescenta. (2) Clarence Hardy, Edison School
- HAMILTON, OHIO—PRINCIPALS' ASSOCIATION. (1) John G. Benfer, 808 Weller Ave. (2) I. R. Copeland, 33 Dick Ave.
- HARTFORD, CONN.—PRINCIPALS' CLUB (1) George Seiple, Brown School. (2) Claire Brown, Barbour School
- HAZEL PARK, MICH.—ELEMENTARY PRINCIPALS' CLUB. (1) Marjorie Long, Hoover School. (2) Avis Blakelec, Wanda School
- HOLYOKE, MASS.—WOMEN PRINCIPALS' CLUB. (1) Eva C. Moynihan, 149 Brown Ave. (2) Lillian M. Donoghue, 309 Walnut St.
- HUTCHINSON, KANS.—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Julia Peed, 114 North Plum St. (2) Will Billingsley, 323 East 17th Ave
- INDIANAPOLIS, IND.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Georgia Lacey, School No. 33 (2) Geraldine Eppert, School No. 44
- JACKSON, MICH.—PRINCIPALS' CLUB. (1) Letha Waldorf, Helmer School. (2) Carrie Trombley, McCulloch School
- KALAMAZOO, MICH.—PRINCIPALS' CLUB (1) Bethel Honeysette, Harding School (2) Joe Hooker, Vine School
- KANSAS CITY, KAN.—ELEMENTARY PRINCIPALS' CLUB. (1) Wilma Junker, Bryant School (2) Mildred Hawkins, Snow School
- KANSAS CITY, MO.—ASSOCIATION OF ELEMENTARY SCHOOL PRINCIPALS. (1) Lena Bumbarger, Faxon School. (2) Ray Hailey, J. C. Nichols School
- LAFAYETTE, IND.—ELEMENTARY PRINCIPALS' CLUB. (1) R. B. Linville, 714 Hitt St. (2) H. E. Sweeney, 1721 Charles St
- LAWRENCE, MASS.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mary A. Twomey, 70 Avon St (2) Beatrice A. McPhee, 188 Bailey St
- LONG BEACH, CALIF.—ELEMENTARY PRINCIPALS' CLUB. (1) Loyd M. Landes, Roosevelt School (2) Mrs. Marjorie E. Wasley, Los Cerritos School
- LOS ANGELES, CALIF.—ELEMENTARY PRINCIPALS' CLUB. (1) Ida F. Coleman, 1403 Fairburn Ave. (2) Grace L. Soderlund, 2828 Herkimer
- LOWELL, MASS.—MASTERS' CLUB (1) William W. Dennett, Morey Junior High School. (2) John E. Barr, 168 Sixth St.
- LUBBOCK, TEXAS—ELEMENTARY PRINCIPALS' CLUB (1) Mrs. Guy L. Trow, 2010 25th St. (2) W. Kary Mathis, 2319 28th St
- LYNCHBURG, VA.—ELEMENTARY PRINCIPALS' CLUB. (1) Dorothy Pratt, 30 N. Princeton Circle. (2) Mrs. Catherine P. Watts, 1060 Rivermont Terrace
- MACON, GA.—ELEMENTARY PRINCIPALS' CLUB (1) Jessie Rice, 214 Hines Terrace. (2) Mabel H. Harris, 1416 Oglethorpe St
- MALDEN, MASS.—WOMEN PRINCIPALS' CLUB. (1) Helen M. Aughtigan, Pierce School
- MEDFORD, MASS.—WOMEN PRINCIPALS'

- CLUB. (1) Ida B. Jacques, 26 Bradlee Rd.
(2) Agnes G. Sweeney, 100 Otis St.
- MERIDIAN, MISS.—PRINCIPALS' CLUB. (1) Lois Smith, Highland School. (2) Laura Mae Carter, Oakland Heights School.
- MILWAUKEE, WIS.—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Harold W. Peterson, 1900 East Newton Ave. (2) Lillie Milnitz, 3008 N. 77th St.
- MOBILE, ALA.—ELEMENTARY PRINCIPALS' CLUB. (1) Beatrice Denmark, 562 Flint St. (2) Marguerite d'Ornellas, 1314 Chamberlain Ave.
- MOUNT VERNON, N.Y.—ELEMENTARY PRINCIPALS' CLUB. (1) Dr. Henry C. Craine, Fulton School. (2) Helen McKennon, Hale School.
- MUNCIE, IND.—ELEMENTARY PRINCIPALS' CLUB. (1) Mae H. Vice, 416 W. Main St. (2) Helen Waldo, 302 W. 13th St.
- MUSKEGON, MICH.—PRINCIPALS' AND SUPERVISORS' COUNCIL. (1) Jo Kathryn La Mantia, 438 W. Webster Ave. (2) Katherine Kapp, 556 W. Grand Ave.
- NASHVILLE, TENN.—ELEMENTARY PRINCIPALS' ROUND TABLE. (1) R. N. Chenzault, Warner School. (2) Mrs. M. H. Sugg, Knox School.
- NEWARK, N.J.—PUBLIC SCHOOL PRINCIPALS' ASSOCIATION. (1) Irving J. Townsend, Maple Ave. School. (2) William B. Hargrove, Elliott Street School.
- NEW HAVEN, CONN.—PRINCIPALS' CLUB. (1) Charles O'Hara, 109 Woodbridge Ave. (2) Margaret H. Fitz Simons, 589 Howard Ave.
- NEW ORLEANS, LA.—PRINCIPALS' ASSOCIATION. (1) Alice J. Molony, 2306 Peniston St. (2) Alma V. Will, 2318 Dublin St.
- NEW YORK, N.Y.—THE NEW YORK PRINCIPALS' ASSOCIATION. (1) Anna E. Lawson, J. H. S. 81, Manhattan. (2) Mrs. Margaret C. Bronson, 212 W. 120th St.
- NEW YORK, N.Y.—NEW YORK PRINCIPALS' CLUB. (1) Edward J. McNamara, 155 W. 65th St. (2) Sara Rhodes, 769-A St. Mark's Ave., Brooklyn.
- NORFOLK, VA.—PRINCIPALS' ASSOCIATION. (1) Edith B. Joyner, 1311 Colonial Ave. (2) J. Harry Carmine, 146 Atterbury St.
- OMAHA, NEBR.—ELEMENTARY PRINCIPALS' CLUB. (1) John G. Jelinek, 317 North 25th St. (2) Paul T. Thompson, 3502 Grand Ave.
- ORLANDO, FLA.—ELEMENTARY PRINCIPALS' CLUB. (1) Mrs. Edna Gleason, 338 N. Summerlin St. (2) Mrs. Hazel Jacobs, 927 Lancaster Drive.
- OTTUMWA, IOWA.—PRINCIPALS' CLUB. (1) James F. Van Antwerp, 133 Lincoln Ave. (2) Albert Wagner, 625 Hamilton.
- PASADENA, CALIF.—ELEMENTARY PRINCIPALS' CLUB. (1) A. Roland Walker, 301 S. Madre Ave. (2) Bess McGuire, 1241 Sonoma Drive, Altadena.
- PATERSON, N.J.—PRINCIPALS' ASSOCIATION. (1) Howard E. Lawpugh, School No. 10. (2) G. Wesley Florence, School No. 6.
- PEORIA, ILL.—ELEMENTARY SCHOOL MEN PRINCIPALS' CLUB. (1) Ervin L. Zehr, 1229 Seneca Place. (2) Jonas C. Hall, 829 W. Wilcox Ave.
- PHOENIX, ARIZONA.—ELEMENTARY ADMINISTRATORS' ASSOCIATION. (1) Howard Soule, 4208 Longview Ave. (2) Ada M. Sundquist, 342 W. Culver.
- PITTSBURGH, PA.—ELEMENTARY PRINCIPALS' CLUB. (1) Walter R. Steel, 3819 Hiawatha St. (2) Thomas G. Arnold, 1016 Morning Side Ave.
- PITTSBURGH, PA.—PRINCIPALS' CLUB. (1) Dorothy E. Pickard, Belthoover School. (2) Bernard McCormick, Schenley High School.
- PLAINFIELD, N.J.—PRINCIPALS' CLUB. (1) Homer W. Wieder, 949 West Eighth St. (2) Courtland V. Davis, Evergreen School.
- PORTLAND, OREG.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Tillman J. Peterson, 6106 N.E. 22nd. (2) David Wright, 2103 N. E. 62nd.
- PORTSMOUTH, VA.—SCHOOLMASTERS' CLUB. (1) B. L. Sweeney, 1 Dinwiddie St. (2) W. W. Piland, 208 Middle St.
- PROVIDENCE, R.I.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Francesca Cosgrove, 258 Doyle Ave. (2) Charlotte C. Tennant, 95 University Ave.
- PUEBLO, COLO.—ELEMENTARY PRINCIPALS' CLUB. (1) Hazel MacFarlane, 2401 Grand Ave. (2) Edna Hellstern, 1708 East Orman Ave.
- PUEBLO, COLO.—PRINCIPALS' CLUB. (1) R. F. Standefer, 611 Gaylord. (2) Edna Hellstern, 1708 East Orman Ave.
- RACINE, WIS.—PRINCIPALS' COUNCIL. (1) Frank S. McCall, 914 St. Patrick St. (2) John Gach, Horlick High School.
- RICHMOND, VA.—PRINCIPALS' DIVISION OF RICHMOND TEACHERS' ASSOCIATION. (1) Katherine L. Johnson, 29 E. 18th St. (2) Mrs. Sara G. F. Holmes, 2118 Greenwood Ave.
- RICHMOND, VA.—PRINCIPALS' ASSOCIATION. (1) Leslie Bush, Bainbridge Junior High School. (2) Roland Galvin, Westhampton School.
- ROANOKE, VA.—ELEMENTARY PRINCIPALS' CLUB. (1) Catherine Amis, Salem. (2) Mrs. Mary Bernard, Washington Ave., S.W.
- ROCHESTER, N.Y.—ELEMENTARY SCHOOL PRINCIPALS' COUNCIL. (1) Edna M. Hixson, School No. 17. (2) Marguerite D. Hulbert, School No. 16.
- SAGINAW, MICH.—ELEMENTARY PRINCIPALS' CLUB. (1) Helen I. Pattinson, 403 S. Fourth St. (2) Mrs. Alice Batcke, 1336 Ward St.
- SAINT JOSEPH, MO.—ELEMENTARY PRINCIPALS' CLUB. (1) Victor Coy, McKinley School. (2) Dorothy Osborne, Blair School.
- SAINT LOUIS, MO.—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) Tom Wohlschlaeger, 9130 Rambler Drive, Afton 23. (2) Martha S. Casey, 5929 Waterman Blvd.
- SAINT LOUIS, MO.—CLUB OF WOMEN PRINCIPALS. (1) Martha Casey, 5929 Waterman Blvd. (2) Julia Schmidt, 3828 Wilmington.
- SALINA, KANS.—ELEMENTARY PRINCIPALS' CLUB. (1) Margaret Mills, Bartlett School. (2) Ruth Mitchell, Lowell School.
- SAN ANTONIO, TEXAS.—ELEMENTARY PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) Elsie B. Jordt, 318 Maverick St. (2) Alice R. Neighbors, 935 Waverly.
- SAN FRANCISCO, CALIF.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Alice Hubber, Longfellow School. (2) Ethel Duncing, George Peabody School.
- SAN JOSE, CALIF.—ELEMENTARY PRINCIPALS' CLUB. (1) Irene Henderson, Gardner School. (2) Grace S. Rowe, Lowell School.
- SAVANNAH, GA.—PRINCIPALS' AND SUPERVISORS' CLUB. (1) Mrs. Dorothy H. Ayers, 603 Anderson Ave. (2) Mrs. Doris Thomas, 211 E. 52nd St.
- SEATTLE, WASH.—PRINCIPALS' ASSOCIATION. (1) Earl M. Towner, 7501 13th, N.W. (2) Mrs. Selma E. Whitl, 6760 34th, S.W.
- SIoux CITY, IOWA.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Harry H. Foster, Hunt School. (2) Charlotte Osborn, Hawthorne School.
- SIoux CITY, IOWA.—ADMINISTRATION CLUB. (1) John F. Schmidt, Leeds High School. (2)

Mrs. Charlotte O'Brien, Administration Bldg.
SOUTH BEND, IND.—WOMEN ADMINISTRATORS & DIRECTORS OF EDUCATION. (1) Laura Deephouse, 228 South St. Joseph St. (2) Mrs. May Reynard, 1308 Sunnymede
SOUTH PORTLAND, MAINE—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Mrs. Edith H. Harmon, 363 Main St. (2) Dora L. Small, 16 Day St.
STOCKTON, CALIF.—ELEMENTARY PRINCIPALS' ASSOCIATION. (1) Lloyd L. Brooks, Rt. 2, Box 280F. (2) Rollo Garretson, 2801 E. Main St.
SYRACUSE, N.Y.—MEN PRINCIPALS' AND SUPERVISORS' ASSOCIATION. (1) Henry G. Berberich, Board of Education. (2) G. Frank Lapham, Board of Education
TOLEDO, OHIO—PRINCIPALS' AND SUPERVISORS' CLUB. (1) Bertha Bishop, 2114 Robinwood Ave. (2) Myrtle M. Best, 1627 Wildwood Rd

TULSA, OKLA.—ELEMENTARY SCHOOL PRINCIPALS' ASSOCIATION. (1) L. G. Roberson, Cherokee School. (2) Roger Shepherd, Barnard School
WATERBURY, CONN.—PRINCIPALS' ASSOCIATION. (1) Anna M. Skehan, 81 Waterville St. (2) Jennie A. Freney, 121 Waterville St
WICHITA, KANS.—ELEMENTARY SCHOOL PRINCIPALS' CLUB. (1) Myrtle Conger, 104 South Glendale. (2) Fred W. Doecke, 1808 McKee
WILMINGTON, DEL.—PRINCIPALS' ASSOCIATION. (1) George A. Johnson, 14th & Poplar St. (2) Mary J. deHan, Claymont & Lobdell St.
WORCESTER, MASS.—PRINCIPALS' CLUB. (1) Paul J. Corcoran, 39 Olean St. (2) Mary F. Murphy, 20 Kenwood Ave.
YORK, PA.—ELEMENTARY PRINCIPALS' CLUB. (1) Stanley Myers, 330 Dallas St. (2) Naomi C. Bentz, 807 W. King St.

Index of Persons

	PAGE		PAGE
Allasina, T.	25	Friedaw, Ardith	168
Anderson, Geneva	168	Frostad, Erling	90
Anderson, Thelma	168	Fullingim, Ruth Yvonne	168
Andrews, Hannah C	168		
Angelo, Michael	77	Gabriel, Florence	4
Apgar, Marion	137	Gallemore, Voncile	168
		Gibran, Kahlil	240
Baker, Clara B	92	Gichner, Henry	163
Baker, Harold	4, 6, 13, 20, 227-240	Gilson, Dan H.	95
Baring, Gould S.	94	Glenn, Mabelle	90, 91
Barnett, Glenn E.	5, 241, 243	Goetz, Florence Myrtle	168
Barratt, Phyllis	168	Gordon, Dorothy	92
Bellows, George	52	Graves, Walter	5
Bingham, George	52	Green, Elsie E.	39, 43
Blair, Maurice G.	127	Gustafson, Inez V.	168
Bolden, O. L.	168		
Booker, R. L.	4	Haines, Vesta	188
Bowen, Genevieve	137, 211	Hale, Gertrude	5
Breughel, Pieter	53	Hall, Ruth	168
Brown, Sister M Gertrude Ann	28	Hansen, Herbert C	4
Browne, Lewis	249	Harlan, Henry W.	168
Brubacher, John S	185	Hawkins, Frances	168
Burd, Esther R	137	Hayward, W. George	4
Burley, Hazel M	85	Herrington, Eugene H.	4
Butler, Charles E	88	Hobbs, Valine	191
		Homer, Winslow	52
Campbell, Helen	214		
Cardy, Margaret	168	Jacquet, J. Martin	168
Carnahan, Winnie K	168	Jerde, Mina	168
Casparis, Louise F	168	Johnson, Agnita	168
Cezanne, Paul	53	Johnson, Helen L.	168
Childs, John L	46	Johnson, Hilda	214
Cobb, Dalziel	168	Johnson, Wilma E	168
Coffman, Lois Irene	168	Johnston, Mildred	168
Coleman, M. E	185	Jones, G. A.	168
Cowan, Anita	168		
Crowninshield, Ethel	91	Kellar, Laura E.	4, 214
Crump, Beatrice	5	Kennedy, Mabel	146
Curtiss, Marie J	85	King, H. L.	168
		Kishman, Eunice	168
Daley, Helen	214	Kohlsaat, Caroline	92
Davies, Gladys M.	168	Kringlee, Doris	168
Davis, Hazel	5		
Degas, Hilaire	53	Liebman, Joshua Loth	60
Dewey, John	250	Lewis, Frank H	47
Discher, Margaret O	35	Loken, Elizabeth	214
		Lowell, Amy	108
Eader, William S	168		
Eldridge, Raymond W.	4	Main, Nellie	137
Eliot, George	82	Mann, Horace	226
Elliott, C. H.	143	Masters, Hugh B.	196
		Matthews, Ann	168
Faber, Irma	168	May, Laura M.	54
Fransworth, Felva D.	168	McCaleb, Maggie Ruth	168
Faulk, Ruth	168	McFalls, F. D.	168
Frenkel, Inge	93	McKeon, Gertrude E.	60

	PAGE		
McMillan, Kay W.	168	Sargent, John Singer	52
Mette, Wilda C.	102	Schmidt, Blanche L.	4
Minnis, Nellie I.	168	Schreiber, Herman	157
Monet, Claude	53	Scott, Hester	168
Morgan, Geraldine M.	5	Shakespeare	34
Mosby, Sibyl	168	Sharp, Cecil J.	94
		Shick, Ethel B.	137
Neagley, Ross L.	106	Shreve, Donna	168
Neufeldt, Carl	109	Sizer, Hazel	4
		Smith, F. B.	159
Orozco, Jose Clemente	53	Smith, Lena Lee	168
Othmer, A. Marea	64	Smith, Sim Joe	228
		Snyder, Peter H.	160, 196
Paine, Thomas	68	Snyder, Wayne T.	74
Park, F. R.	113	Spaugh, Pearl	168
Parker, Horatio	165	Stains, Katherine G.	78
Pechstein, Max	53	Steele, Juanita	165
Perry, Ralph Barton	34	Stevens, Helen	168
Pierce, Thomas E	4	Stephenson, Gertrude	214
Pinkston, Eva G.	4, 5, 253	Sullivan, Mae	168
Pixley, Erma E.	127		
Post, Emily	82	Taylor, Gertrude	214
		Thompson, C. T.	116
Reed, Mamie	4	Tipps, Roberta	168
Regnier, M.	168		
Renoir, Augusta	53	Van Gogh, Vincent	53
Riddle, Laura	137		
Riggs, Edwon L.	4	Wagner, Victoria	201
Riordan, Kathryn	168	Walker, Ethel	168
Rivera, Diego	53	Walters, Marjorie	4, 6
Roberts, Clarence J	69	Webster, Daniel	167
Robinson, Thomas E	152, 153	White, Alta B.	102
Rosetti, Christina	243	White, Dorothy	214
Rouston, Edna	168	Whitman, Walt	73
Roy, Cassie F.	4	Wilson, Amber	127
Ruskin, John	195	Wilson, Irene	168
Rust'hveli, Shot'ha	190	Wittig, Eleonore	137
		Wood, Grant	52
Sallust	105		
Sands, Lester B.	222	Yauch, Wilbur A.	120

Subject Index

- Alaska, 148.
- American Brotherhood, National Conference of Christians and Jews, 49.
- American Education Week, 26
- American Foundation for the Blind, 193.
- American Friends Service Committee, 79, 188-90.
- American Junior Red Cross, 70, 133, 148, 237
- American Printing House for the Blind, 193.
- Ames, Iowa: author from, 165.
- Animals in the school, 96-101.
- Arbor Day, 132.
- Arithmetic, 31, 54, 180, 194.
- Armistice Day, 48.
- Art, appreciation of, 16, 27, 33, 51-53, 80, 132, 150-51, 233.
- Art, creative, 45, 65-66, 106-08, 166, 219-20.
- Assemblies, 58-59, 186-87, 218
- Ashens, Ohio: author from, 120
- Atlanta, Georgia: picture from, 8, author from, 185.
- Austin, Texas: Texas State School for the Blind, 191-95.
- Baltimore, Maryland: author from, 69
- Bibliography, 251
- Birthdays, 94, 138-39.
- Boulder, Colorado: author from, 168
- Brooklyn, New York: author from, 157
- Bucks County, Pennsylvania: authors from, 137, 211
- Buffalo, New York: author from, 113
- Building facilities, 25, 229, 232-33.
- Cambridge, Massachusetts: author from, 78.
- Camping, 162, 196-200.
- Canada, 148.
- Character development, 33-34, 60-63, 64-68, 82, 127-34, 160-64, 169-82, 196-200, 246
- Chautauqua Institution, 190.
- China, 148
- Chinese-American pupils, 25-27, 217-18.
- Christmas, 27, 70, 80, 102-05, 132, 139, 218, 221, 235, 237.
- Cincinnati, Ohio: pictures from, 3, 24.
- Citizenship, see Responsibility.
- Class size, 217.
- Cleveland, Ohio: author from, 54.
- Closing exercise, 238-40.
- Clubs, 56, 69-71, 141-42.
- Community cooperation in building spiritual values, 185-87, 249.
- Cooperation, how developed, 27, 39-41, 106-08, 144-45, 196-200, 224
- Councils of school pupils, 58, 75-76, 93, 94, 116-19, 133, 218, 235-37.
- Courage, 64-65.
- Curriculum revised, 30-32, 127-34
- Czechoslovakia, 234.
- Dallas, Texas: reference to, 192.
- Dearborn, Michigan: picture from, 225.
- Denver, Colorado: picture from, 61, 114.
- Departmentalization, related problems, 34-55.
- Des Moines, Iowa: picture from, 52, 100, 154, 236, 242, 248.
- Discussions, 62, 124, 131, 152-56, 212.
- Doylestown, Pennsylvania: author from, 211.
- Easter, 132.
- East Hartford, Connecticut: author from, 143.
- Editorial Committee, 4, 5, 7, 19.
- Emotional development, 29.
- England, 237.
- Esthetic values, 32-33, 43-45, 73, 131-32, 138, 165-67, 230-33, 244-45.
- Ethical values, 127-34, 152-56.
- Etiquette, 30-32, 42, 72-73, 85-87.
- Evaluation, 19, 60, 73, 111, 133-34, 208, 209-26.
- Exchange Club, 186
- Excursions, 96.
- Faculty attitudes, 17-18; 25, 28-29.
- Flower shows, 233
- Folk-dancing, 143-44.
- Fort Wayne, Indiana: picture from, 67, 89
- France, 143, 237.
- Frederick, Maryland: author from, 47;
- Hood College, 50.
- Freeport, New York: picture from, 184.
- Gardening, 45.
- Generosity, 79, 148, 184, 188-90, 191-95, 237-38.
- Geography, 133.
- Germany, 143.
- Glencoe, Illinois: author from, 60.
- Glendale, California: picture from, 37, 206.
- Hamburg, New York: author from, 85.
- Handicapped pupils, 172-75, 191-95.
- Hawaiian-Americans, 25-27.
- Hayward, California: author from, 102.